

**Modelling a project-based entrepreneur training and
development programme for unemployed Khayelitsha youth**

by

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ABSTRACT

South Africa continues to reel under extreme chronic poverty and the situation appears to be deepening and thereby creating a sense of hopelessness. Statistics show that poverty in South Africa is on the increase and continues unabated (Alkire and Santos, 2014:272.) regardless of the promises by the government. Admittedly on the other hand, the citizens have a role to play themselves which should contribute towards poverty eradication.

The country's economy has come to a standstill (Lephakga, 2017:13) even though the country is endowed with natural resources that could have been worked to bring about a turnaround in the economy. Lagakos (2020:91) states that urban migration is on the increase, but the cities do not have jobs and there are no prospects for jobs soon. Consequently, there is an increase on informal settlements as cities do not have adequate accommodation nor budget (Satterthwaite, Archer, Colenbrander, Dodman, Hardoy, Mitlin and Patel 2020:156) for the ever-increasing economic migrants. The lack of development and job creation in the rural sides of the country has resulted in everyone pinning their hopes in towns, where it is expected that the situation will be better. Even though it is a constitutional obligation that the government must provide accommodation for the citizens, but the municipalities are under resourced and cannot manage (Alkire, Roche, Ballon, Foster, Santos, and Seth, 2015:27).

Research worldwide has indicated that the solution to chronic poverty is through economic development, this leads to the much economic growth (Al-Qudah, Al-Okaily and Alqudah 2022:59). From the experiences of other countries (the Asian Tigers), the only formidable and sustainable solution to the problem of chronic poverty and unemployment is through entrepreneurship (Bushe 2019:24).

The study seeks to promote economic activity to combat high youth unemployment and alleviate poverty and crime in Khayelitsha. The knowledge from this would help to develop entrepreneurs that will help to provide sustainable jobs for the community.

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DEDICATION

This dissertation is dedicated to my late brother Akhona Sophi, who did not only inspire my drive and optimism but has influenced my appetite for knowledge acquisition. Keep resting in peace *Bhayi, Khetsha, Msuthu, Nyok'emnyam'ecanda iziziba.*

I also dedicate this dissertation to my kids Yondipha Ntlabathi Sophi and Yamihle Ntlabathi Sophi. May this piece of work serve as motivation for your entire life.

To the youth of Khayelitsha, Biko himself once said that growing up in the townships to adulthood is a miracle. May we find it in ourselves to inspire each other, help each other and work together to create a better community for all.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

South Africa continues to reel under extreme chronic poverty and the situation appears to be deepening and thereby creating a sense of hopelessness. Statistics show that poverty in South Africa is on the increase and continues unabated (Alkire and Santos, 2014:272.) regardless of the promises by the government. Admittedly on the other hand, the citizens have a role to play themselves which should contribute towards poverty eradication. The country's economy has come to a standstill (Lephakga, 2017:13) even though the country is endowed with natural resources that could have been worked to bring about a turnaround in the economy. Lagakos (2020:91) states that urban migration is on the increase, but the cities do not have jobs and there are no prospects for jobs soon. Consequently, there is an increase on informal settlements as cities do not have adequate accommodation nor budget (Satterthwaite, Archer, Colenbrander, Dodman, Hardoy, Mitlin and Patel 2020:156) for the ever-increasing economic migrants. The lack of development and job creation in the rural sides of the country has resulted in everyone pinning their hopes in towns, where it is expected that the situation will be better. Even though it is a constitutional obligation that the government must provide accommodation for the citizens, but the municipalities are under resourced and cannot manage (Alkire, Roche, Ballon, Foster, Santos, and Seth, 2015:27). Research worldwide has indicated that the solution to chronic poverty is through economic development, this leads to the much economic growth (Al-Qudah, Al-Okaily and Alqudah 2022:59). From the experiences of other countries (the Asian Tigers), the only formidable and sustainable solution to the problem of chronic poverty and unemployment is through entrepreneurship (Bushe 2019:24).

The study seeks to promote economic activity to combat high youth unemployment and alleviate poverty and crime in Khayelitsha. The knowledge from this would help to develop entrepreneurs that will help to provide sustainable jobs for the community.

1.2 Definition of Key Concepts

Chronic poverty: is a phenomenon of reoccurring poverty amongst people over a long period to the extent it may become the norm (Petrikova 2020:54). This implicit poverty line is a situation that can only be changed using changes of policy to address the perennial poverty endemic in the community (Ingalls, Diepart, Truong, Hayward, Neil, Phomphakdy, Bernhard, Fogarizzu, Epprecht, Nanhthavong and Vo 2018:77).

Economic development; Seguino (2020:48) defines economic development as a process through which a country changes and improves the social wellbeing of the citizens through positive changes in the political and economic environment. Economic growth; Jha and Iyer (2007:540) defined economic growth as the positive change in the capacity for an economy to produce goods and services within a given period. Kerzner (2017:30) concurs and opines that economic growth is the improvement in the living standards of people in a particular economy as a possible result of increase in production and services.

Entrepreneur; According to Chowdhury (2017:10), an entrepreneur is creative and takes the initiative to start a new business in the community.

Entrepreneurship: a mechanism through which new enterprises are created and developed in the which creates job opportunities, uplifts the standards of the entrepreneur and the community, by causing growth in the community (Decker, Haltiwanger, Jarmin and Miranda, 2014:3-24).

1.3 Background and Literature Review

Africa as a continent has a population of 1.2 billion residents to the 55 countries on the continent, only 15% of the employable population is formerly employed (Page and Söderbom, 2015:53). The remainder of the employable population is either involved in informal business or completely out of work resulting in the abject poverty on the continent. The continent has the largest mineral resources (Anyanwu, 2016:325) in the world, and yet does not produce goods from the resources (beneficiation) and there exports the raw minerals and import the processed goods. South Africa considered to be the most affluent and developed, does not have enough jobs for its citizens. It is estimated (South Africa Statistics, 2020) that 12 million South Africans have no work. The economy is not growing, and the population of poor people continues to increase as more jobs are lost due to Covid 19 pandemic (Francis, 2020:112) and more foreigners from the continent pour in for jobs. The solution to the situation lies in entrepreneurship as a job and wealth creating vehicle necessary for the much-needed economic development and economic growth (Nel and Rogerson, 2016:109-123).

From the definitions above, economic development is not the same as economic growth, as alluded to in the definition of economic development and economic growth. Economic development is about policy interventions with a deliberate endeavour to change the social wellbeing of the people or citizens (Scantlebury 2022:33). Policy interventions suggest a political will to introduce certain policies or and programmes that mitigate development failure and promote growth. The term is also used interchangeably with industrialization, which by definition is the process of social and economic change from a less technologically base to extensive re-organisation of an economy (Hahn 2021:34). This is generally associated with

increase in manufacturing and sustainable developing of production means. To have effective changes on the ground there is need for a purposeful and deliberate focus of policy makers and the subsequent change in economic activities that will encourage economic growth. Economic development directly focuses on the environment and issues that relate to environment thus encompassing economic growth as a subset of economic development (Huy 2021:2549). Within the context of relevant policies and activities, economic growth takes place as is the productivity and market activities in the country because of a conducive environment. Considering the current situation South Africa finds itself in, there is a need for direct intervention by the state to create a developmental state and economy if that can be possible (Khambule, 2018:303). There are specific policy decisions that should be taken to enable an economy to be productive and provide the much-needed job creation, which is poverty eradication. Thompson and Wissink (2018:32-48) concurs and states that the growth of the economy is a contributory factor to creation of jobs and eradication of poverty. Pimentel and Major (2016:997-1012) posited that there are indispensable pillars or factors to sustainable economic growth, namely, entrepreneurship, education, infrastructure development and skills development. The absence of a well-developed infrastructure militates against economic development and thus retards the process of making the economy more productive.

Education: the process of acquiring Knowledge and skills which would normally impact on the individual's value systems, attitudes, and personal development (Brunello, Fort, Schneeweis and Winter-Ebmer, 2016:314-336). This may take place in both formal and informal settings, but knowledge acquisition takes place whether through experience or exposure. There is a direct relationship between the levels of education in a country and the levels of development (Kruss, McGrath, Petersen and Gastrow, 2015:22-31).

Entrepreneurship: this means the conversion of ideas into business opportunities, and new business opportunities create employment. It is estimated that 56%-70% of new jobs in an economy are directly a result of entrepreneurship (Branstetter, Lima, Taylor and Venâncio, 2014:805-832). It is only logical that the government focuses on the development of entrepreneurs to allow for both economic development and economic growth. The low levels of entrepreneurship in the country need to be analysed and be understood, considering the availability of business loans for the youth and women.

Infrastructure development: a developed infrastructure attracts investors and provides better opportunities and low entry barriers for business start-ups (Owolabi-Merus 2015:376). There is a direct relationship between infrastructure development and the lowering of business start-ups entry barriers in an economy (Marozva and Makoni, 2018:90-102). The larger part of the business start-ups is made difficult because of the serious short of premises to start

business. When these are available, they are highly priced, and this creates an entry barrier for those intending to start businesses.

Skills development: skills are competencies that an individual has that can be used to facilitate operations. A skill is a learnt ability to develop a person's capabilities to perform specific tasks and or activities which may help in facilitating employability or ability to function on your own (Taylor, 2016:1-18). This may involve a lifespan and is not limited to personal development but can be passed on to others in an informal way and can be developed through provision of tools and techniques to support positive learning. Appropriate skills for entrepreneurship will help in the development of entrepreneurs leading to more entrepreneurial activities and climate.

Economic development: the development of an economy is tied to the government policies that should promote and protect the processes of development (Obaji and Olugu, 2014:109-115). Too often certain governments have gotten themselves involved directly in the development of their country economies and resulted in improved standards of living. The Asian tigers are typical examples of successful developmental economies which now export mineral based finished products to the world even though they themselves do not have the natural resources (Mathebula, 2016:46-55). The driver for economic development amongst the Asian Tigers was entrepreneurs resulting the mushrooming of new enterprises and thereby reducing unemployment. The ideal model for community development assisted by government is illustrated in figure 1.1 below



Figure 1.1: Model for economic development (Orlova, Gagarinskaya, Gorbunova and Kalmykova 2018:89).

1.4 Economic and Institutional Drivers of Entrepreneurship

Drivers of entrepreneurship are the factors or circumstances that influence the culture of entrepreneurship resulting in an increase of entrepreneurs. Musara, Mabila, Gwaindepi and Netsai, (2020:1-18) asserted that South Africa has an extremely low number of people wanting to get involved in the starting of business in the community in general. The government established three funding institutions to finance business start-ups, but there is little of increase on the ground of entrepreneurship. Simón-Moya, Revuelto-Taboada and Guerrero (2014: 715-721) identified specific drivers of entrepreneurship, these are classified into two, namely, economic drivers and institutional drivers. These factors need to be considered if there will be meaningful change in the entrepreneurial culture that will help eradicate poverty and bring about the much-needed economic growth (Musara, and Gwaindepi, 2014:99-109).

1.4.1 Economic drivers of entrepreneurship

- 1.4.1.1 **Necessity entrepreneurship:** this is likely because of the absence of job opportunities in the market and people resort to entrepreneurship not as a choice but a necessity (Kelly, Bosma and Amoros, 2010). Such individuals may “abandon” their business if they get a job offer considered to be of the same income or higher.
- 1.4.1.2. **Opportunity entrepreneurship:** this is a result of inward desire for an individual to go out on their own even though they have job opportunities available to them. Such individuals may be because they want to determine their own working space and possibly hope to earn a better living doing what they think they like most. The least developed countries (communities) should have been the places where the larger part of entrepreneurial activities take place. As is seen in developing countries, they have low entrepreneurial activities and most of their opportunities are left unattended to largely. Maziriri, Mapuranga, Tafadzwa and Nzewi (2019:1686) suggest that the movement of global products into these least developed countries is borne out of the absence of entrepreneurship. It would be expected that these individuals would have the zeal to want to determine their own destiny.

1.4.2 Institutional drivers for entrepreneurship

Structures of the institutions have a role they play in the entrepreneurial space, and this differentiates countries and their eventual practices (Simón-Moya, Revuelto-Taboada and Guerrero, 2014:715-721). They influence the environment of

entrepreneurship positively or negatively depending on what they are, and the context of the community concerned. These institutions can be classified into two categories, as formal and informal (Stephan, Uhlaner and Stride, 2015:308-331) depending on what they are and if they are recorded.

- 1.4.2.1 **Formal institutional drivers of entrepreneurship;** these consist of regulations and policies that are an expression of the “hierarchical structure of governments” on the basis on which the authorities make decisions (Chowdhury, Terjesen and Audretsch, 2015:121-148). The policies would normally focus on property rights, protection of entrepreneurs from each other and the acceptable business norms (Agostino, Nifo, Trivieri and Vecchione, 2020:814-826). This may also mean that the government, using these hierarchical structures may reduce the bureaucratic formalities required to start businesses and provide policies that allow for promotion of new ventures (Abdesselam, Bonnet, Renou-Maissant and Aubry, 2018:504-546). The government can reward entrepreneurial activities by providing advisory services, financial support, and business incubators
- 1.4.2.2 **Informal institutional drivers of entrepreneurship;** these institutions are not written down policies and regulations to govern and control or promote entrepreneurial behaviour. Liu (2021:190-206) classified them into two broad categories, namely, socially driven normative and cognitive pillars of institutionalization and self-imposed rules of behaviour.
- 1.4.2.3 **Culture: the normative pillar of institutionalization;** Informal (not codified) institutions are the fundamental parts of a society guiding behavioural patterns of a community (Hechavarría, 2016:1025-1052) implicitly determining human attitudes. These develop over time and are the embodiment of community cultural norms, value systems the eventual behaviour of people in the community (Castaño, Méndez and Galindo, 2015: 1496-1500). There is a visible link between national culture (community culture), innovativeness and entrepreneurship because it either enhances or discourages taking up of business opportunities. Culture is critical because of the role it plays “in the anthropological sense of broad patterns of thinking, feeling, and acting” (Prasetyo, 2019:237-243) and hence the four dimensions of national culture: power distance, individualism, masculinity, and uncertainty avoidance. There is a high correlation between a person’s entrepreneurial traits of independence, the quest for individual achievement and the willingness to be tolerant towards ambiguity and uncertainty (Cullen, Johnson and Parboteeah, 2014: 775-806).

Entrepreneurial traits show a positive relation with individualism which itself displays a tendency of people putting their own interests first and prepared to stand for their values. When entrepreneurs get involved in their economic activities, part of their personality (risk taking and tolerance for ambiguity) guides them towards meeting the set objectives.

1.4.2.4 Education: the cognitive pillar of institutionalization; Education is a critical element and imperative for the development of a country as this is reflected in the frameworks, they use to evaluate information. The knowledge and skills that the people have shown a positive relationship between their education and the performance of their new businesses (Tegtmeier and Mitra, 2015:254-271). Education helps to identify opportunities in the market and thus positively works as a driver for entrepreneurship (Vakili, Tahmasebi, Tahmasebi and Tahmasebi, 2017:78-87) suggesting that well educated communities are likely to realize their opportunities. The type and level of education impacts on the culture and attitude of students including their behaviour. Higher level of education impacts new values and cultural factors that tend to allow the individuals greater trust in their ability and skill and therefore drives entrepreneurial activities (Portuguez, Ross and Gómez, 2019:5597). Education gives individuals more confidence in themselves and this will drive them to be risk takers and prepared for uncertainties and ambiguities that go with the starting of a new business venture. There is no homogeneous distribution of knowledge and skills in a society, members with better knowledge and information may therefore be the first ones to want to take advantage of the economic opportunities.

1.4.3 The drivers of entrepreneurship culture

It is critical that policy makers know and understand what drives people to be entrepreneurs as that will form part of their policy formulations and economic development models. Klotz and Neubaum, (2016:7-17) posits that there are specific factors that drive people into entrepreneurship, and that entrepreneurs are not born but developed by certain factors. The creation of these factors therefore helps in the development of an entrepreneurial culture which is critical for economic growth of a community (Xegwana 2021:95).

1.5 Traits of the Entrepreneur

Vodă and Florea (2019: 1192) observed that outside of the environmental factors, there are reasons specific to individuals that promote entrepreneurship in the form of personality traits. İspir, Elibol and Sönmez (2019: 41-47) concur and suggest that personality traits some which

the individual is born with and those picked up along life's path eventually shape the individual. This will include among others the list tabled below.

Table 1.1 - Personality traits of entrepreneurs

1	If the individual considers themselves better or more creative than the employer, they may opt to start their own, presumably better
2	They may want to have a work-lifestyle determined by themselves and not by an employer, so they opt to start their own business
3	They are eager to learn about running or managing a business but have no opportunity and therefore opt for an own enterprise
4	They have unconventional ideas to that of colleagues and always think of applying their own ideas which they think work better
5	They want to act and do not like the idea of a "boss" telling them what to do and how to do it, rather do what they want
6	They want to change the world around them and improve their standards of living by creating wealth for themselves and family
7	They embrace opportunity they seize opportunities that may come around, good business project, availability of funds, etc.
8	They do not want to be controlled and want to do things their own given the experience they have which they can use to their benefit
12	They have been retrenched and they use their pension to start a business to enable them to continue to earn for a living
13	Business funding opportunities that they perceive to be within reach, and they think they can make it work for them and family

While both necessity and opportunity factors create an environment for successful entrepreneurship, it takes specific individuals with specific personalities to opt to be entrepreneurs (Klotz and Neubaum, 2016:7-17) There is a definite willingness of the individuals to be prepared to take risks to start a business and run without supervision, a willingness to be a leader and take the risk associated with uncertainties (Boudreaux, Nikolaev and Klein, 2019:178-196). There is a definite need to develop entrepreneurs and an entrepreneurship environment, considering that entrepreneurship in South Africa is low, and specifically so the community understudy. An entrepreneurship development model for the community is considered indispensable if there should be a change in the community in terms of economic growth through entrepreneurship.

1.6 Entrepreneurship Development Model

The models designed are intended specifically to provide a plan to turnaround and change status quo to a given situation. A model is a contextualized theoretical programme structure or theory that is drawn up to work as a guide or formula to achieve a set objective to be followed (Fortunato and Alter, 2015:444-455). The model needs to take into consideration the situation prevailing on the ground on the basis on which the model is conceptualized to solve existing problems. In this case the conceptual model is expected to allow for economic growth which therefore needs to be supported by the structures in the model (Topxhiu, 2012:96-107). Policymakers and academics agree that entrepreneurship is the panacea for effectively developing an economy and creating jobs for the community (Jowah and Xegwana 2022:1). Entrepreneurs create jobs through their innovative ideas and allow for structural changes in the economy as they change the levels of poverty through the creation of new jobs in the market. A model for entrepreneurship development in a community is illustrated in figure 1.2 below.

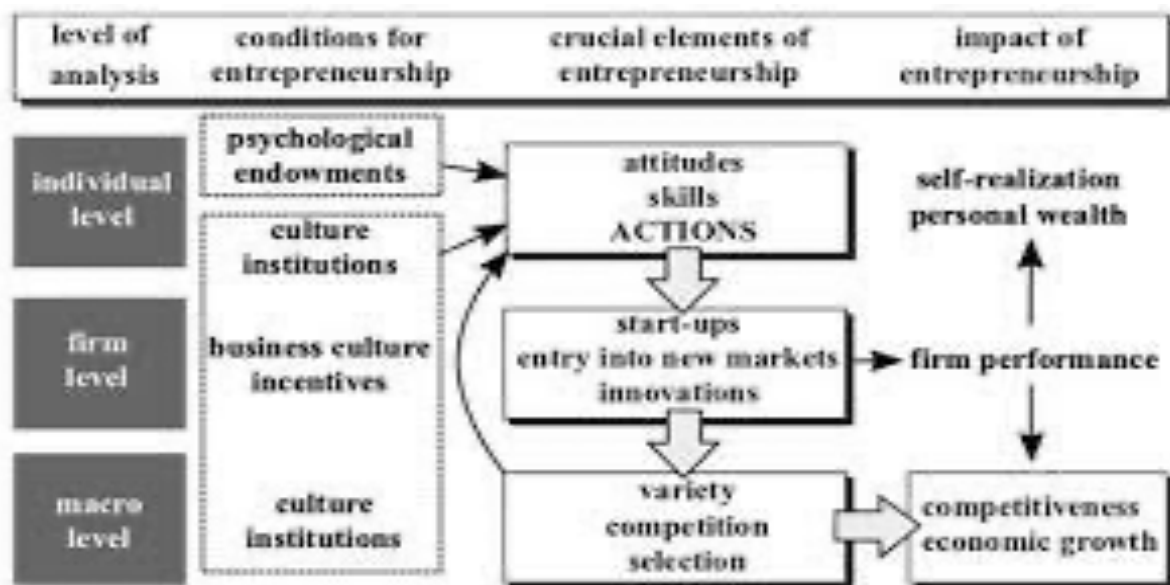


Figure 1.2 Local entrepreneurship development model (Topxhiu 2012:96-107)

The development of entrepreneurship is affected by the macro-environment, and this will involve policy formulations as they impact as it creates or destroys the culture of entrepreneurship. There is need for assessing the conditions for entrepreneurship at micro-level, but specifically so at the local development level, as stated in the model. The crucial elements for of entrepreneurship which will include the attitudes, skills in the community, opportunities available and the innovativeness of the prospective entrepreneurs (Andrejczuk and Jalukowicz, 2015:113-133). There is need for policy interventions with specific needs to

bring about change in the society and aim to impact positively on the social well-being of the citizens. The scope of economic development includes the process and policies by which a nation improves the economic, political, and social well-being of its people (Farkas, Koltai and Lukovszki, 2015:71-86).

1.7 Economic Growth

Unemployment is a factor in the increase of poverty in the country (Quy, 2016:113-119) and the levels of entrepreneurial activities need to be upped to increase employment. With unemployment levels at 34% always referred to as official (Mohammad and David, 2019:71-78) the general conversation about these levels is much lower than the real situation in the country. Tuzun and Aydin, (2020: 427-432) are of the view that the method used to calculate unemployment does not include those that have stopped looking for jobs because of discouragement. The urban migration levels have increased tremendously too and have resulted in the emergence of large informal structures ideally breeding even higher levels of poverty. Mosikari, Tsoku and Xaba (2017:1013) posits that the number of people unemployed in these informal structures has not been considered as they do not reflect on the census records. There is a need for an entrepreneurial model that should assist in the alleviation of poverty in these new settlements in the urban cities. Job creation becomes the single most critical component of any economic model, the first task of any government should be to develop entrepreneurs. For job creation to be effective, a culture of and environment of entrepreneurship should be developed in the community (Littlewood and Holt, 2018:525-561) to allow for effective job creation. It is well researched and known that up to 70% of new jobs in the market come from new business start-ups (Decker, Haltiwanger, Jarmin and Miranda, 2014:3-24) and not from existing companies. Encouragement of new business start-ups therefore becomes the inevitable vehicle as solution to the reduction of poverty in a country. Developing of the local economy should be undertaken with the participation and involvement of the community in question (Branstetter, Lima, Taylor and Venâncio, 2014: 805-832). Illustrated below figure 1.3 is a model for sustainable local economic entrepreneurship which will allow for economic growth and job creation resulting in reduced levels of poverty.



Figure 1.3: Tools of local economic development (Pagano and Bowman 1992:173-186).

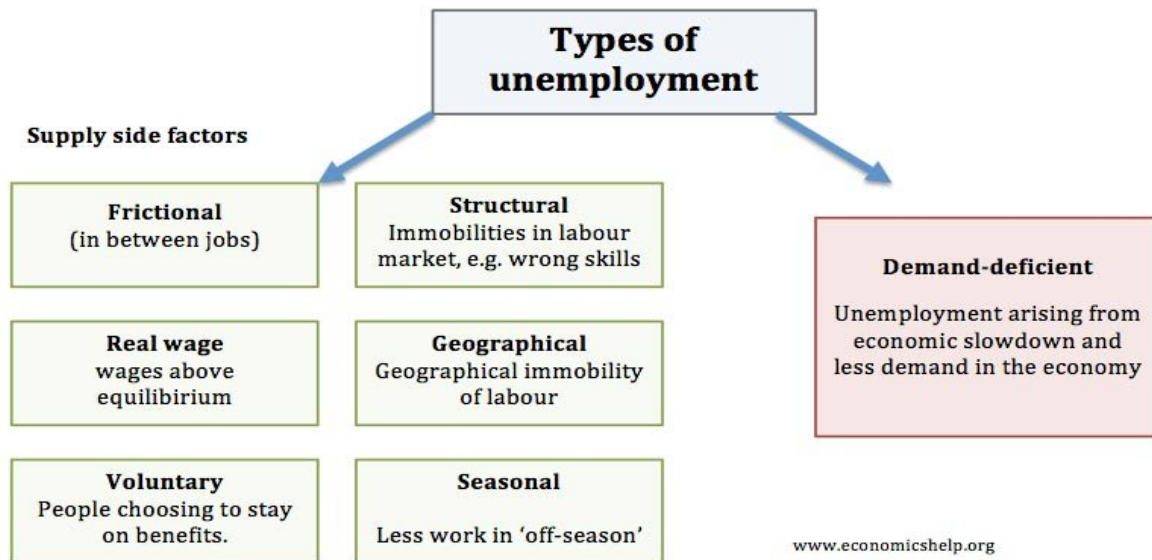
Central to the development of a local community is the critical role to be played by the community itself, as indicated in the model. Training of the community and specifically entrepreneurial hopefuls, specifically the youth in this case would be the basis on which the future of the community should be focused on. Hägg and Kurczewska (2021:4-29) assert that the generality of people who start businesses tend to start businesses in an area in which they have a skill (for artisans) and experience for those who have been employed before. In as much as investment from outside is needful, it would be better if the community developed the requisite skills and start businesses themselves. The South African government has financing programmes for youth to start their own businesses, but few of the youth seem to be willing to take the risk to start own businesses. The rate of application and the demand for business funding has remained low over the years (Danns and Danns, 2019:193-217). The high levels of unemployment in the country (statistics says 35% when other sources claim it is upwards of 47%) are disturbing, and it would be expected that necessity entrepreneurship would increase specifically among the youth (Oluwajodu, Greyling, Blaauw and Kleynhans, 2015:1-9). There seems to be no realization by the youth and women (targeted by the funding) that the starting businesses they create employment and wealth for themselves.

1.8 Type Of Unemployment in the Community

Unemployment is a measure of underutilization of the employable people in a community who otherwise would have qualified to be employed and thus rendering them to be economically inactive at the moment the research is conducted (Lloyd and Leibbrandt, 2014:85-105). The poverty levels in the community and the country at large in general are increasing and the desperations from the communities are evidenced by the violent nature of strikes in the country (Zayniddin, 2021:56-58). There are three main types of unemployment identified by

researchers (Skenderi and Uka, 2015: 453-453), the only solution for the country and communities going forward is to turn to entrepreneurship as a panacea for unemployment. Critical to this development would be the need to understand what type of unemployment the community has, figure 4 below illustrates the different types of unemployment.

Figure 1.4 types of unemployment



SOURCE: (Ogarkova and Mishchenko, 2019:79)

The two most likely problems in the community would be structural and demand-deficient unemployment. The community in general does not have skills they could bring to the work environment and such people would find it difficult to want to start their own businesses (Lyons, 2015: 456-460). Individuals and communities with lower levels of education would generally not expect a remarkable uptake in entrepreneurship as most would lack confidence in themselves. There has been stagnation in the growth of the South African economy for more than a decade now (Fatoki, 2014: 922-932), suggesting that there is no demand for labour in the market. This impacts negatively on the job-hunters who are mostly youth and have no skill, and they are not in demand because of a stagnant economy.

1.8.1 Frictional Unemployment: this refers to people leaving their jobs before they have an alternative job to move to, and when students are looking for a job for the first time. Workers may leave voluntarily or an expelled because of problems or trying to benefit from their pension savings if the perceive that to be enough (Carrère, Grujovic and Robert-Nicoud, 2020: .2869-2921).

1.8.2 Cyclical Unemployment: caused by the contraction in the demand for products and the firms will need to lay off employees because of this contraction in demand

for their produce. When the workers are laid off, this reduces the demand on other goods resulting in more businesses needing to lay off their employees because there is no demand (Kaplan, Collins and Tylavsky, 2017:281-288)

1.8.3 Structural Unemployment: this occurs when there is a shift in the type of skills the people have and the new demand in the economy (technological advances, i.e). a mismatch is created that makes previous skills redundant and there will be a need for re-skilling or laying-off of the employees (Madhou and Sewak, 2019:895-904). Typical example of replacement of machine operators with robots, the pending fourth industrial revolution (4IR), this leads to a higher rate of unemployment.

1.9 Chronic poverty in South Africa

Approximately 55.5 percent (30.3 million people) of the South African population, which is 92% native, were living in poverty using the national upper poverty line (Oluwajodu, Greyling, Blaauw, and Kleynhans, 2015:1-9). This is after 29 years of the removal of apartheid and the expected equality of the racial groups of the country's population, with poverty amongst the whites recorded as below 4%. Constant studies show that there is increase in the gap between the poor and the rich, and the levels of poverty in the countryside (rural communities) estimated to be up to 72% (Rodríguez-Pose and Hardy, 2015:11-23). The rural population is characterized by their constant movement (urban migration) to get or look for better opportunities in terms of jobs and better amenities. The rural communities have remained backward without much of the basic needs for a "comfortable life" which includes running water and electricity (Paul, Agba and Chukwurah, 2014:1-14). Consequently, the migration has resulted in the creation of informal settlements within the urban centres, this happening to local municipalities that have not budgeted for these arrivals. As if this is not enough, much of the African continent is migrating to stay in South Africa perceived to be better and more lucrative than their mother countries (Popovici, Mitrică and Mocanu, 2018:204-213). This has resulted in increased pressure on an economy that is not growing, it is estimated that South Africa itself has between 12 – 14 million working aged people out of employment. Though urban migration is a national (if not international) problem, the South African situation is made critical by the fact that until 25 years ago, blacks (natives) were not allowed to go to urban centres freely as they needed permits to stay in urban centres (Salahub, Gottsbacher and De Boer 2018:79). This drastically reduced the number of blacks and the accommodation provided for the few that were allowed to stay, too often not as families but a dormitory providing for cheap labour to the whites and coloureds (mixed race) people allowed by law to take up urban residence (Amit and Kriger, 2014:269-290). At the advent of democracy, there was an influx of rural inhabitants into towns for which national, provincial, or local government

was ready for. Whilst this was a national phenomenon, certain cities were more attractive, too often because of proximity or the presence of relatives residing there already. The apartheid structure was designed to keep Africans (natives or blacks) the furthest away from the cities, even for those who were permitted to stay in urban centres, they only could stay in the peripheries (Solanke, 2014:33-45). The Eastern Cape is rated as the poorest province in the country with the highest illiteracy rate, with 78% of the employed population employed by the government.

There is little of entrepreneurship in the province and hence the unprecedented migration of the citizens to other provinces. Poor provinces experience the exodus of its citizens move to other provinces (no more restrictions) and consequently the crowding in the towns to which the migrants relocate to. In the South African context, poor provinces like the Eastern Cape have had millions of their citizens move to the Western Cape to look for greener pastures (Salahub, et al., 2018:79). Subsequent to this movement to Cape Town from the Eastern Cape, open land has been occupied illegally thereby creating informal settlements. Whilst the local government tries to construct houses for the informal settlement dwellers, there is a continued flow of from the Eastern Cape which is difficult for the local government to control. Jacobs and Du Plessis (2016:167-185) noted that the municipalities are by law expected to accommodate the migrants because it is a citizen's right to have accommodation. Khayelitsha is one such township which has grown from 30 000 residents at its inception in the early 1988, to a population of 2.4 million residents as of 2020 (Pollio, 2020: 1244-1259). This is recorded as the fastest growing township in the whole country and has the highest unemployment record as well as the highest car-hijacking incidents in the country. Khayelitsha is rated as one of the top five largest slums in the world, and of course the largest in South Africa (Pollio, 2020: 1244-1259). The levels of unemployment are unprecedented and the only known way out of the poverty would be through employment, which is not readily available because the residents themselves are generally unskilled labour (Xegwana 2021:98). Approximately 47% of the adult South African population does not have a school leaving certificate, there are no apprenticeship programmes in the country and only a handful of Further Education Training institutes with very low enrolments.

The government has created two funds (Msobomvu and National Youth Development Agency - AYDA) specifically for the funding of youth who want to go into business (Gwija, Eresia-eke, and Iwu 2014:10-20). Meanwhile youth graduates around the country remain with high unemployment rates, and yet there are funding opportunities that could have solved or at least assisted poverty alleviating. To eradicate the chronic poverty, there is a need for a deliberate

government policy change. The population of Khayelitsha is estimated at 2.4 million inhabitants (Jowah 2019:103) in an area without any industrial and or much of commercial activities. There's need for a contextualized tentative theory in the form of a model to address the specific situation in the township. The goal for the framework should be considered as a policy matter and in this case, it is the eradication of poverty through job creation which is a function of entrepreneurship (Ntshangase and Ezeuduji 2020:950). The enactment of context relevant policies will be the most ideal situation as it considers the condition of the community and identifies determinants of entrepreneurship for the community. It is understood that during periods of economic hardship, high unemployment rates and inflation, some people will turn to crime out of desperation (Lorde, Barbados, Jackman Naitram and Lowe 2015:1124).

1.10 The Entrepreneur

According to Villet, (2018:12-33) there are still vestiges of apartheid policies and exclusions in a postcolonial South Africa. Globalisation is causing the country economic problems, made worse by local issues such as the lack of employment-worthy skills among the people. Kramo (2021:39) notes that the shortage of job opportunities for young people is not a South Africa problem alone, entrepreneurship is the solution to youth unemployment, but entrepreneurship itself faces major barriers to growth in South Africa (Frisch Aviram, Cohen and Beer, 2020:35-48).

Basing on the observations by Chowdhury (2017:09), numerous factors that militate against the development of entrepreneurship would inevitably be, amongst other things.

- The attitude of the individual who is destined to be the entrepreneur towards taking up the risk to start a business
- The community's belief in that one should go to look for a job from the established enterprises
- The absence of family and community support because it is accepted that businesses difficult to start, and
- Determination to make adequate preparations before applying for funding from government agencies
- The tedious company registration processes expected of the semi-illiterate and unskilled entrepreneur hopeful
- Inability to do feasibility studies and identify viable opportunities in the market for which funds should be sought.

- Lack of self-confidence by the entrepreneurial hopeful because of the lack of specific skills and business knowledge

Development oriented programmes are needed to help provide the requisite skills and motivation of the hopefuls to want to take up entrepreneurship. As it is, it will have to be necessity entrepreneurship in an environment that has economic opportunities which are never realized. There should be willingness to learn on the part of the youth and all entrepreneur hopefuls if there is to be realized a changed in the economic status of the community (Gwija *et al.*, 2014:17). There is a general need to promote entrepreneurship and dissuade the community from thinking in terms of looking for jobs instead of them planning to create jobs (Tshikovhi, Dziike and Moyo 2021:37-46). asserts that entrepreneurship education should not follow the traditional lecture room culture but rather be based in practice. Factors limiting the development of entrepreneurship in general would include among others,

- Absence of role models – business is not the in thing amongst the natives,
- Lack of exposure as most have not been advantaged to see workplaces
- Absence of technical skills that would make it a lot easier to start a business

This approach would have problems because there are no job opportunities to afford the new entrants an opportunity to gain experience. As stated by Frisch Aviram, et al., (2020:35-48), in South Africa, youth are disproportionately affected by unemployment because of the higher demand for skilled and experienced workers. Thus, the focus of entrepreneur development should be focused on the youth and adequate training, facilities and support need to be put in place to change the current state. The government also has a role to play in reducing the costs of business registration so that financially disadvantaged young people can register their businesses. Young entrepreneurs must be willing to learn and take advantage of programmes aimed at improving their skills (Gwija et al., 2014:17). Tshikovhi, et al., (2021:37-46) asserts that entrepreneurship education should not follow the traditional lecture room culture but rather be based in practice. Entrepreneurship education needs to focus more on entrepreneurs doing business and creating innovations than the classroom theoretical approach.

Critical to this should be the context, considering the levels of poverty, absence of technical skills and the unbankable nature of the community. A myriad of underlying environmental and sociological factors coupled with the personal attributes of entrepreneurs affect the outcomes

of the entrepreneurial process (Frisch, et al., 2020:35-48). Entrepreneurial activity originates at the individual level and is always traceable to a single person, the entrepreneur. Entrepreneurship is, hence, induced by an individual's attitudes or motives, skills, psychological endowments, and degree of exposure (Çolakoğlu and Gözükara, 2016:133-140). Culture, because it shapes personalities, is a critical element in the development of entrepreneurship as it informs the individual's value systems, willingness to take risks and factors that promote positive thinking.

Riquelme and Al-Lanqawi, (2016:123-150) postulate that entrepreneurs are therefore permanently challenged to deploy a set of competencies to succeed in their entrepreneurial endeavours. The entrepreneur needs competencies in the form of underlying characteristics, some of which are generic and specific knowledge, motivation, and ability to communicate and risk taking (Kwong and Thompson, 2016:299-318). These competencies may be inherent in the individual or can be developed along the way through observation of others or can be acquired through learning (Kwong and Thompson, 2016:299-318)). The externalized elements can be acquired through proper training and education programs and need to be practiced if the entrepreneur is to succeed in their venture. Riquelme, et al., (2016:33) refers to these competencies as a person's skills, knowledge, and personal characteristics like attitude, willingness to learn and determination to succeed. Nieman and Nieuwenhuizen (2014:01-02) assert that the entrepreneurs are a true inspiration and heroes of society, inspiring other people to work at their full potential.

1.11 Problem Statement

As alluded to in the preceding literature reviewed, the levels of unemployment and chronic poverty are disturbingly high in South Africa. The only known and viable solution to this state of economic and social quagmire is to create employment to reduce if not completely eradicate this perennial poverty. In a country with all forms and causes of unemployment and poverty, drastic and purposeful policies and support services are necessary to change the status quo. Youth and women specifically have the highest levels of unemployment, and the government has provided funding for these categories of citizens to start businesses. The funding for business start-ups is intended to reduce or eradicate unemployment and poverty in these two categories of the population. There is a disturbing phenomenon as these groups do not seem to be enthusiastic in getting in business start-ups. This research was targeted on the residents of the Khayelitsha community as the largest slum in the country, and one of the 5 largest in the world. This township has high youth unemployment and rampant poverty that needs to be understood and the situation changed before much more is lost.

1.12 Research Objectives

The objectives of this research were the expectations that the researcher had from this research from the onset. The research objectives in this research are divided into two, namely, primary objective and secondary objectives.

1.12.1 Primary research objective.

- Identify structural imperatives for effectively creating an entrepreneurial environment in the Khayelitsha local government and community.

1.12.2 Secondary research objectives: these are an elaboration of the primary objective

- Identify the levels of understanding on the importance of entrepreneurship to create employment
- Identify the willingness of the community to participate in the development of a culture of entrepreneurship
- Establish what the community understand to be stumbling blocks from them getting involved in entrepreneurship
- Establish what the community's expectations were to enable them to have the required culture of entrepreneurship

1.13 Research Questions

These are the issues to which solutions should be found, and these are extracted or developed from the research objectives which were built from the problem statement. The research questions are divisible into two types, namely, main research question and sub research questions.

1.13.1 Main research question

- What are the necessary structures that should be put in place to encourage the Khayelistha community to embrace entrepreneurship as a way of life?

1.13.2 Sub-research questions

- What does the Khayelitsha community understand about what structures are needed to develop an attitude towards business start-ups?
- How willing is the Khayelitsha community to participate in the training and development of a culture of entrepreneurship?
- What are the factors that the Khayelitsha community understand to be discouraging them from getting involved as entrepreneurs?
- What does the Khayelitsha community expect to be done for them to aspire to

get involved in the drive for the culture of entrepreneurship?

1.14 Research Design and Research Methodology

Jowah (2015:76) defines research design as the “road map” showing “what” activities will be done in the research process from the beginning to the end. The researcher has opted to use the descriptive research design to allow for describing and thereby understanding adequately of the phenomenon under study. The descriptive research design will help with providing a full picture of the research target and allow for further study should it be necessary. Mixed research methodologies were decided on because of their compatibility with descriptive research design. These methodologies (qualitative and quantitative) will allow for the complete picture by providing both depth and breadth of the situation under study. The mixed research methodology can be conducted simultaneously in a descriptive design, thus the advantages or strengths of both qualitative and quantitative assist in the full understanding of the phenomenon.

1.14.1 Target population: the population will be youth who live in Khayelitsha and are members of the different youth formations in the community. The youth formations here involved political parties, religious youth groups, community volunteering units and some in the Further Education and Training (FET) colleges.

1.14.2 Sample frame and the sampling; the sample frame would comprise of all the youth in the different organisations, including those that may be university students who may be members of youth associations and the Khayelitsha Development Forum (KDF) youth wing.

1.14.3 Sampling method and sample size; the surveys will be conducted during youth gatherings which are weekly for religious youths and monthly for other associations. In the FET colleges access can be any time during the school terms before holidays. Systematic random sampling was used to gather information / data required, in each instance, the first (1st) respondent was chosen randomly and then every subsequent fourth (4th) will be sampled for the survey.

1.15 Data Collection Instrument / Tool

A structured questionnaire was used to gather information, and because the research methodology was mixed, the questionnaire was divided into three parts. This therefore accommodated both quantitative and qualitative research methods which were conducted simultaneously. The questionnaire was divided into three sections, namely, Section A –

Biography, Section B – Likert scale and Section C – Open ended questions. The instrument was constructed with the assistance of a statistician, sent out as a sample pilot project on 15 people part of the sample frame. It was then reconstructed by the statistician who assisted with making the instrument pass both validity and reliability.

1.16 Data Collection

Three trained research assistants helped with the collection of data, these assistants were trained in understanding the purpose of the research and were instructed on the meaning of each item to be filled in. The decision to administer the questions directly was intended to cut down on other possible problems, like the respondents taking days to respond, respondents having questions or needing clarity. Some of the respondents also had questions they had, which were attended to by the research assistants. There was a 100% questionnaire return rate and no questionnaires were spoiled.

1.17 Data Analysis

The data collection instruments were brought to one site, where the cleaning, editing, and coding was done before this was captured on to an Excel Spread Sheet (ESS). With the help of the ESS software illustrations were constructed in the form of tables, charts, frequency polygons, histograms, and graphs. These were used to explain the relationships between the variables and interpretations were made based on these diagrams. The open-ended questions were constructed into a table stating the expectations and experiences of the respondents as they reported / wrote on the questionnaire.

1.18 Ethics Consideration

The respondents were briefed on the purpose of the research, including their right not to participate, skip any questions they were not comfortable with. They were also informed of their ability to withdraw at any stage without having to provide a reason why they had thus withdrawn. They were instructed not to put their names or those of their organisation, or anything by which they could be identified on the questionnaire. Their involvement was confidential, and no one would be given the questionnaire that they had filled.

1.19 Chapter Classification

Chapter 1: This chapter introduces the study, gives a review of previous research and conclusions on the topic, produces the problem statement, and briefly describes the objectives, research questions, research methodology, and data collection instrument, technique, and analysis.

Chapter 2: This chapter focuses on the current literature withing the subject matter, the researcher reviews the history of Khayelitsha, Khayelitsha development prospects, Economic growth within the context of Khayelitsha, The causes of employment as well as unemployment within Khayelitsha. This chapter further exposes entrepreneurial ecosystems that can be used for the benefit of Khayelitsha.

Chapter 3: This chapter focuses on the research methods that the researcher will employ when carrying out the investigation. The study strategy and research design.

Chapter 4: This Chapter focuses on data gathering methods, sampling, and data analysis methodologies are all covered in this chapter. A remark on ethical considerations concludes the chapter.

Chapter 5: This chapter summarizes the findings of a questionnaire administered to responders from the sample provided. The demographic profile of respondents is also included. The chapter also includes a data analysis and synthesis, as well as a discussion and interpretation of the findings gained during data collecting.

Chapter 6: This chapter contains a summary of the study and its findings, as well as an alignment of studies with the problem statement, research objectives, and research questions, as well as the study's limits and future research opportunities. The study's general findings, as well as recommendations for project sponsors and practitioners, are also offered.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

South Africa has a unique background from the many years of apartheid rule that, excluded the indigenous people from any form of meaningful engagement in the economy (Beresford, 2020:65-79). Races were categorized into three (they are still) with the those of African descent (indigenous) classified as blacks belonging to the third class, the coloureds (mixed breed between white and black) as second-class citizens and those of European descent (white) as first-class citizens (Dubow, 2015: 236-264).

The current constitution recognizes those races but there is no specific treatment or preference given, by the constitution to racial supremacy. The apartheid law did not allow blacks into towns except by special permission, and that too purely to provide cheap labour to the white captains of the industry (Gordon, 2008: 121-133). The indigenous were not allowed to be technicians by law, and they received a specific type of education called Bantu Education meant specifically to enable them to read and write (Nzimande, 2013:20-35). The schooling system was also classified according to race, the better schools were the Model C for whites, Model B for coloureds and Asians and Model B for the indigenous black. The restrictions kept blacks away and towns and cities (urban centres) where out of the way for them (Klotz and Neubaum 2016:13), nor were they allowed to register companies as they were purely intended as cheap labour. Therefore, city planning focused on the two minority groups, the whites, and the coloureds to the exclusion of the blacks.

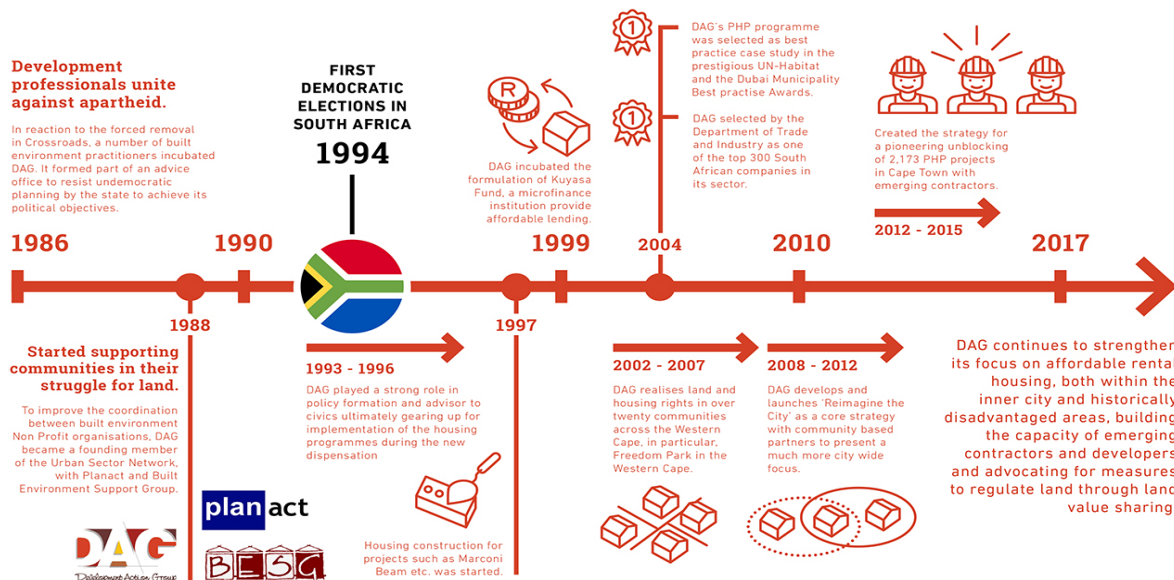
Consequently, land allocated to the towns was with the expectation that only whites, and coloureds would be allowed to freely relocate in the country (Kruss, et al., 2015:28), but both groups comprise of a total of 12% of the country's population. The advent of democracy turned the situation resulting in large numbers of rural folk, previously disallowed to be in urban centres now relocating to look for opportunities (Lagakos 2020:80). These individuals find themselves with homes to stay in and therefore construct informal settlements whilst they wait of the government to provide formal accommodation and hope to get employment. The latest official unemployment statistics in the country is at 36% (Lephakga 2017:12) with other estimates up to 50% in a country with close on 47% of whom did not finish high school.

2.2 Background Literature Review

2.1.1 History of Khayelitsha (New Home, Xhosa language).

When the Group Areas Act of 1950 was passed, the Cape Town authorities had opposed this because it designated residential areas according to race. The second Group Areas Act of 1957 was directed to the City and specifically indicated where what race would live (Saff, 1998:78). Less land was designated to the blacks as they were not expected by law, to be in large numbers in the city. The whites lived generally around the city centre and along the coastal areas but nearest to the city and all other amenities (Lemon, 2021:1-6). Coloureds were out of town but bordered with the whites who surrounded the city and suburban areas. Blacks were housed further away from the city bowl where they needed to travel long distances to come to town (Field, 2001:23). That structure still exists as it was not possible to remove the current occupants of the residents near the city bowl, thus any new blacks coming in now will settle in the townships, specifically designated for the poor blacks. After Cape Town had refused initially to implement the Group Areas Act, when it implemented it, it was more severe than the other cities in the country. By 1980 Cape Town had become the most segregated city in the whole country (Swilling, 2010:194-201). Despite the restrictions, many blacks continued to filter into Cape Town and stayed with relatives in the black areas, the population continued to increase. The details of the history of Khayelitsha are illustrated in figure 2.1 below

Figure 2.1 History of the development of Khayelitsha



SOURCE: History | Development Action Group (Rigby, Cleary, Painchaud, Storey and German 2012:54).

Plans to build Khayelitsha started as early as 1983 and eventually by 1985 the first site was spotted (Site C) intended to house 5 000 households (Cook, 1986:57-66). In keeping with the

apartheid intention to keep blacks out of town, Khayelitsha was built 40 km away from the Cape Town City Centre. Though the restrictions remained in place, this did not stop the flow of blacks to the city and most of whom settled by the outskirts of the city in informal settlements (Lohnert, Oldfield and Parnell, 1998:86-92). As the black population grew, the City Council decided to establish other black neighbourhoods, thus Khayelitsha started to expand from both informal settlements and a few small houses for the few that were allowed to stay. Budlhnder (1985:3-9) noted that there was a new method code named influx control which was specifically intended to stop the flow of Xhosa from Transkei (now Eastern Cape). The largest part of the migrants was and still are from the Eastern Cape coming to Cape Town to look for job opportunities (Dawson and Fouksman, 2020:229-251). The more those who were in town already were accommodated, the more others flocked into the city, making it difficult for the city to plan and executive effectively the housing projects. Below in figure 2.2 is a detailed view (photo) of Khayelitsha overlooking the international heritage of Table Mountain.

Figure 2.2 Khayelitsha



SOURCE: Khayelitsha panorama looking towards Table Mountain

After democracy was established, there was no more need for permits and people travelled freely and relocated at free will. Tens and thousands of citizens move to urban areas in search of work, education and a higher quality of life compared to what they live in today (Crush and McDonald, 2001:1-13). Many of them erect shacks out of tin and or wood in which they dwell whilst looking for scarce employment, in a country officially 36% of whom are looking for jobs. Barolsky (2016:17-30) is one of the world's five largest slums and is home to just over 2.26

million people occupying an area of 38,71 km² of land and is known for its criminal activities. The flow into Khayelitsha has continued unabated and because of the constitution, informal settlements may not be destroyed. Okurut, Kulabako, Chenoweth and Charles (2015:81-95) posit that health conditions have deteriorated in these settlements and many people go hungry because they have no jobs and no food. Pollio (2020: 1244-1259) noted the poverty levels in Khayelitsha and referred to them as needing urgent attention, and yet the influx continues with new arrivals from the Eastern Cape looking for job opportunities.

Where do jobs come from?

Basardien, Parker, Bayat, Friedrich and Appoles (2014:45-61) observed that the most common businesses in Khayelitsha are spaza shops owned predominantly by Somalis. The Somalis do not employ local people but utilise their own Somalis for all purposes in the supply chain leaving no room for the locals to participate. Jobs are a direct result of some entrepreneurial activity somewhere, and there is a direct link between entrepreneurship and creation of job opportunities in a community (Maina, 2014:87-96). A business start-up means employment for the owner of the business and those that help in the daily running of that business and some people downline. Fernández-Serrano and Romero (2013:495-513) noted that 60% plus new job in an economy are a direct result of a new business startup somewhere in the community. Though least developed countries should provide better opportunities and potential entrepreneurship, Maksimov, Wang and Luo (2017: 244-257) suggest that the relationship between small start-ups and job creation are complex, compounded by the prevalence of necessity entrepreneurship in those economies. This type of entrepreneurship is largely in response to the unavailability of jobs in the market, and once jobs are available, the likelihood is that the entrepreneur may abandon his business for a better paying job. Higher unemployment may result in increased necessity entrepreneurship as evidenced from the unemployment levels in China's high massification of education (Kang and Xiong 2021:106). Considering the high levels of illiteracy amongst the immigrants from the Eastern Cape considered the highest in the country, it indicates that these individuals are likely to have very little skills (Nanziri and Leibbrandt, 2018:1-17). This affects the process or mechanism necessary to promote economic growth and development through, which leads to job creation. Whereas the only way forward would be to use these same *unbankable* youth who are already at a disadvantage to help promote entrepreneurship (Dusiki, 2008:49-60).

This is the country's heritage from apartheid but should have been reversed effectively by now 27 years into democracy. Serious consideration is therefore needed to both educate the youth on entrepreneurship to push for the attainment of a climate of entrepreneurship and boost the numbers of entrepreneurial start-ups (Olawale and Garwe 2010:729-738). The levels of unemployment are too high as seen by the increase in the number of people looking for social

grants, and boosting self-employment may be the panacea (McEnrue, 2011:1-37) to chronic poverty.

The current economic policies and on entrepreneurship do not seem to speak to the needs of the population, there is a need for a context relevant policy. Using Drucker's (2007:17) definition, entrepreneurship as a mechanism should be contextualized to fit into the situation of the people targeted for this. It may be necessary therefore to understand why people would start businesses, as that will allow for meaningful policy decision (Thompson and Wissink 2018:40). Different individuals have different experiences and circumstances, thus different individuals are motivated by many factors including among other, economic, social, and personal factors. This may also depend on geographical factors informed by where the individual lives and what types of resources are accessible to start the business. Migliorini (2006:1-156) cites Cunningham and Lischeron who stated reasons why people get involved in entrepreneurial activities, table 2.1 below illustrates the factors and reasons.

Table 2.1 Reasons why people startup businesses.

Environment Variables	Personal variable	Skills and Resources
1. They have identified an opportunity they want to exploit.	1. Some people are risk takers and do that to better their lives	1. Initiation, vigor, energy, persistence and self – esteem
2. It may be easy to borrow money, say if the interest rates are low	2. Some people just want to be their own bosses, so they start business	2. Personal value, risk taking, need for achievement and other
3. BEE policies promote entrepreneurship	3. To provide an income when retrenched	3. Innovation, creativity and discovery
4. Availability of business grant from donors may make someone start a business	4. To satisfy their ego to do what they want to do	4. Production planning, people organisation capitalization and budget
5. Retrenched people are given contract to supply their former employer	5. To avoid getting bored of being managed.	5. Motivating, directing and leading
6. inability to get a job from existing businesses	6. Experience in particular trade makes people want to go on their own	6. Alertness to maximizing decision
	7. Having a particular skill may influence starting a business.	

Source: Cunningham and Lischeron as cited by Magliorini, 2006:1 – 156.

Whatever the reason for starting a business, it creates employment for the community and thus reduces poverty in the community. There is need to identify which of the variables relate to the youth who are the target of this study, they may not feel adequately in all the stated variables, but there must be a fit for purpose variables, these are discussed briefly below.

- **Environmental variables:** the youth may have identified an opportunity which they should be assisted to develop into a business venture. If money is available (National Youth Development Agency, Msobomvu and any other sources) the youth should be provided guidance and training. In the event where they cannot get a job, a business idea which

should be tested for feasibility should be advised to enable an effective and successful business venture.

- **Personal variables:** most of whom have never worked before and may therefore have no particular skill, but if the youth is willing to take a risk, let him be supported and given guidance to develop him / her to a successful business individual who will stand alone in the future.
- **Skills and resources;** some youth may be risk takers and wish to explore, they need support in the form of training and mentorship where possible and should be allowed to work towards achievement if that is what their goal is.

The type of government support and policies they promulgate largely indicate what the politicians have in mind concerning economic growth and economic development. This shows the determination of the government in supporting entrepreneurship, and by derivation, job creation (Mok.2005:537-554). The political stability of the country and the environment conducive for business operations to date should be complemented by more context-relevant legislation (Fatoki, 2011:170-179). The training and development of entrepreneurs should be administered within the context of the existing knowledge on the reasons why businesses fail, these are tabulated in table 2.2 below.

Table 2.2 List of known reasons why businesses fail

under capitalisation	lack of skills in the industry
poor understanding of business	poor location of business
poor strategic planning	lack of management skills
wrong type of business	credit sales and cash flow
stock shortages	tying down of capital in stock
wrong stock	poor control systems
wrong pricing	Competition
Un-business-like cultural practice	lack of focus
lack of hard work	poor customer service
unethical behaviour – corruption	poor promotion strategies
absence of leadership	no clearly defined objectives

Source: Jowah, 2012:34

Constant training on how to identify and mitigate the impact of the risk factors is necessary in the effective management of an enterprise (Kwong and Thompson 2016:316). Most of the youth, because they do not have experience may need to be assisted or mentored including the use of incubation where necessary. The failure of businesses is a human factor which can be pre-empted, and proper decisions will reduce the impact, and experienced managers know what to avoid and what to allow and to what extent (Çolakoğlu and Gözükara 2016:137). Government policies on entrepreneurship may assist with some of the issues, among whom would limit to what is imported to reduce the levels of completion, regular training, and a tax

holiday in the initial stages. Since under-capitalization is a critical factor in the effective running of a business, government youth funds agencies need to assist in this regard (Riquelme and Al-Lanqawi 2016:149). Chief amongst the causes of failure in business can be poor bookkeeping which may lead to inaccurate decisions on the finance of the organization. Çolakoğlu and Gözükara (2016:139) opines that the entrepreneur should understand basic bookkeeping up to the building or construction of cash flow and income statements for their business. The cash flow projections may enable the entrepreneur to know in advance if they will be able to pay for their fixed costs including salaries, electricity, rent, and other fixed costs.

Lessons of economic growth from other countries

The centrally planned Chinese and Indian economies in the 80s managed economic growth and development by import -substituting-industrialization (Jawah 2019:100). The local economy was protected from foreign competition leading to the development of local industries which were complemented by the local population large enough to form the needed critical mass. From these countries can be learnt the six (6) indispensable elements which enabled the economic growth, namely.

1. Conducive environment for business characterized by low inflation which encourages entrepreneurship.
2. Fiscal policies and small business funding structures that promoted the growth of small start-ups and enabled competition.
3. Exchange rate policies that promoted competitive product exportation supported by well-planned export programs
4. Context-relevant financial policies that lend to progressive liberalization of the sector and to maximization of domestic savings.
5. Implementation of context sensitive pricing policies and provision of clear user-friendly pricing guidelines.
6. Contextualized national educational and skills development policies that will improve the human resource capital for the country.

Hong Kong used the four principles of; free flow of information, free movement of people, free efficient flow of funds, and free port with free flow of goods (Chan, Chui, Chan and Yip 2019:917).

The government directly facilitated the development of entrepreneurship (Yu 2012:1-18), by the use of tax incentives, skills training, funding for start-ups, networking and mentoring of the upstarts (Xegwana 2021:65). In South Korea the government “became” the entrepreneur by promoting investment in parts of the economy whilst providing financial support to secure

confidence until stability was attained (Shelton, 2009:1-59). Largely the Asian Tigers, India, and China in the 90s protected the domestic producers through the high customs duties for imported goods (Jowah 2019:100). Meanwhile extensive training and funding of new start-ups mushroomed, and excess produce was exported (Mongale and Monkwe 2015:270). Studies have identified other factors that impact entrepreneurial activities and develop entrepreneurs in the economy, this has been referred to as the entrepreneurial ecosystem (Basile, Capobianco and Vona 2021:1813).

Entrepreneurship Ecosystems

Entrepreneurial ecosystem are peculiar systems of interdependent actors and relations directly or indirectly supporting the creation and growth of new ventures (Basile, et al., 2021:1819). The concept identifies factors that need to be considered and managed if an ideal entrepreneurship environment is envisaged. Government policy is considered critical in that it provides the direction, sets the parameters and environment within which entrepreneurship will take place. There are nine (9) distinct and major elements that comprise of a complete entrepreneurial ecosystem, these are illustrated in the figure 2.2 below

Figure 2.2 Entrepreneurial ecosystem



SOURCE:(Mazzarol 2014:88)

The elements of the ecosystem are interdependent and careful consideration may enable a “wholesome” benefit to the entrepreneurship in the community. These elements are not a one-

size-fits all type of solution, but they should be implemented according to the context (local situation) which would differ from community to community.

- **Government policy:** the regulations, by laws and the processes of registering an organisation may be too cumbersome for the small startups without experience and enough resources. If the government policies may help to reduce bureaucratic structures and red tape, this may facilitate the entrepreneurial process and allow for easy entry.
- **Regulatory framework and infrastructure;** most of the difficulties in starting of businesses may be primarily because of the scarcity of space to rent for business operations, this is a serious entry barrier. If the government would construct or through a Public-Private-Partnership (PPP) build rented space for business purposes, this would facilitate entrepreneurship.
- **Funding and finance;** the government has nationwide offices for funding of youth to do business (Msobomvu and National Youth Development Agency NYDA) but youth don't seem to get the necessary assistance. Either the youth are not interested, or the conditions may be too difficult for the conditions of a youth getting into business.
- **Culture:** both the social structure of the community and the culture of business in an environment needs to be studied and appropriate decisions made on how and what to operate. Cultural values, attitudes and perceptions may mean a lot between the success or failure of an enterprise, specifically in the early stages before the firm has reached sustainable growth status.
- **Mentors, advisors, and support systems;** setting up an advisory panel to assist with questions and answers to operational problems may serve as a form of mentorship, which is critical for people without experience. Universities and Small Enterprise Development Agency (SEDA) may be handy, there are also numerous training houses, but they charge for their services.
- **Universities as catalysts;** joint entrepreneur development programs with universities as training group and provision of other specialties be they technical or otherwise, necessary for the project.
- **Education and training;** there is a need for continued training and education utilising both the universities and the Small Enterprise Development Agency (SEDA) to provide relevant training for continuous improvement of business operational knowledge.
- **Human capital and workforce;** a well-trained and motivated labour force tends to be highly productive and this aids the firm in meeting its objectives. There is need to keep up skilling the personnel as the firm grows and this will allow for a formidable, well trained, well experienced, and loyal labour force. Firms with such are not to be highly productive and make good profits if in the appropriate market and good business decisions are made.

- **Local and global markets;** any firm operating must have a target market, it is necessary that the firm, depending on their produce, should focus on specific markets. The products may be for the local market, national market or export market, there is room for the organisation to decide on their target market considering their ability and the demand of their product.

Isenberg (2019:98) prescribed the requirements for the creation of an effective and most ideal entrepreneurial ecosystem. The prescriptions are, namely.

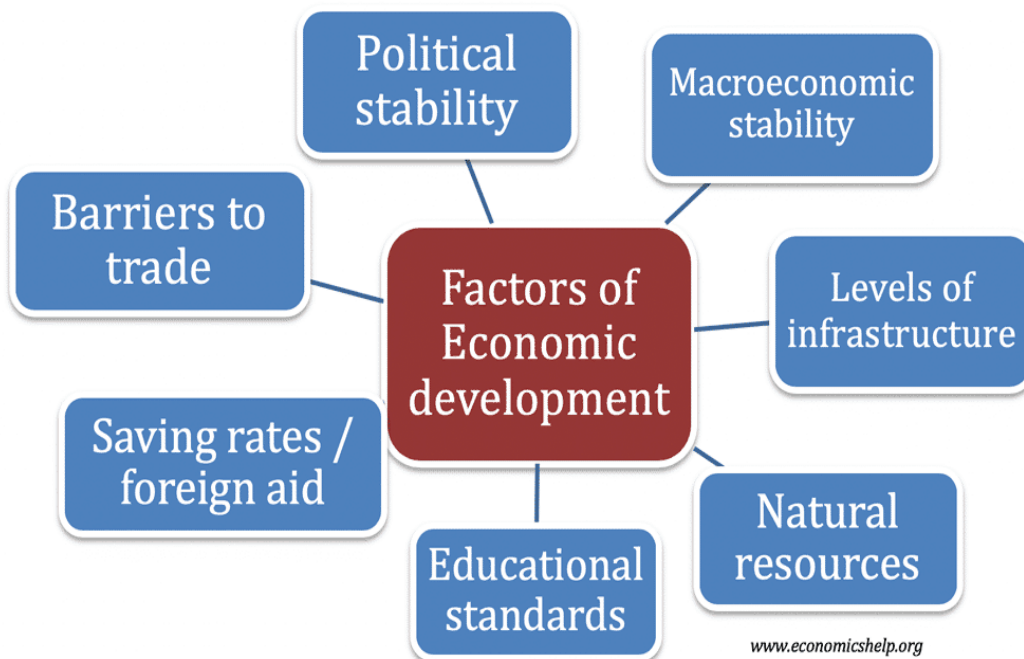
- The ecosystem needs to be built on local conditions, develop existing industry structures as foundations for future activities, utilize the existing skills and strengthen them, never discard existing tried and tested methods.
- The government should involve the private sector from the beginning and play the pivotal role of the facilitator and not overdo the facilitation.
- There should be adequate support for the successful businesses, and they should serve as role models and mentors for the new startups.
- Obstacles to the growth of these firms must be removed including unfair taxation, red-tape and make it easy for them to get capital.
- Avoid flooding the system with too much easy-to-get money to avoid increasing undue competition amongst the business in the community.
- Encourage firms with sustainable growth and profitability prospects which are financially sound as these will enable continuous economic growth and development
- Focus on encouraging feasible and sustainable growth-oriented firms with innovation capabilities against more startups – starting a business is the easy part but maintaining it is the greater issue.

Role Of Government in Entrepreneurship Development

In all economic development models to date the government has a role to play by creating the enabling environment ideal for business operations (Kloppers., 2013:100). No matter what the government may do, there are other factors that impact on what the end product of the effort will be. These are economic factors, social factors, psychological factors, and sociological factors (Maksimov, et al., 2017:201). Together with this will be the shortage of infrastructure for operations resulting in high cost of renting and the eventual cost of production (Mongale and Monkwe 2015:273). Since Khayelitsha is in the outskirts of town and there are no factories in the vicinity, the bulk of the activities may be largely spaza shops (Kloppers., 2013:101). With more than 50% of the population having not completed high schooling (Mongale and

Monkwe 2015:273), the skills level is low and much of the youth are unemployable for all practical processes. There is a need for a specific context relevant approach to address the situation in this township, one of the 5th largest slums in the world (Maksimov, et al., 2017:201). It is critical therefore to address the national drivers of economic growth and focus on those specific to, or that impact on Khayelitsha specifically. Figure 2.3 discusses the elements ideal for effective economic development.

Figure 2.3 Factors of economic development



SOURCE: www.economicshelp.org.

Table 2.3; Entrepreneurial model for less skilled entrepreneurs

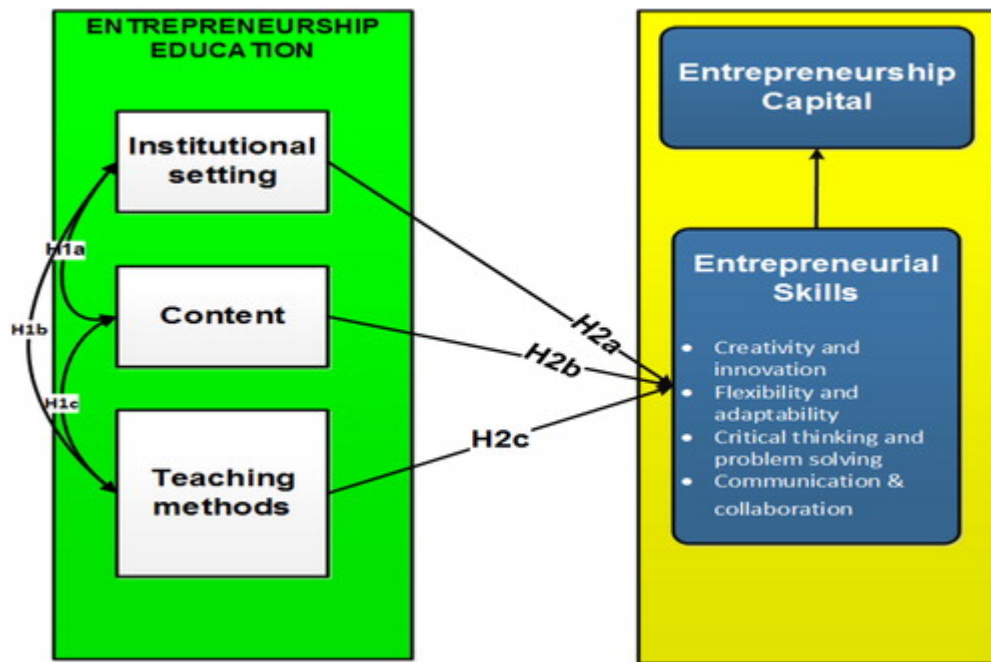
Factor	Impact
Establish a government finance house providing finance to business	A finance house that doesn't look for credit worthiness but business feasibility / viability.
Type of business	Extensive feasibility studies be carried out once proposals have been submitted. The start-up should be a viable business and large enough to sustain itself once it has been established
Finance	Adequate finance to meet all operational requirements covering the period during which the ROI is to be realised should be provided. Finance should cover the operational costs including advertising, technical human resources, and room for adjusting programmes to meet the market changes.
Managerial competencies	Experienced retirees will be brought back on contracts for the duration of the loan payback time. The owner of the business idea will be given to understudy the experienced manager until loan payback is complete.
Competency transference	Structured extensive mentoring and coaching of the entrepreneur is embarked on to transfer skills to the apprentice manager-owner. The business owner will be on salary like the mentor and coach in charge of the operations.
Direct link with finance house	The mentor / coach / manager will report directly to the finance house. This link allows for intervention where necessary by the finance house to avoid risks that might crop up.
Type and size of the project	The type and size of the project should be such as to sustain the operational expenses on its own once the production commences. This means certain sizes (small businesses) may not be financed through this model.
Managerial competencies	Emotional intelligence, leadership styles, soft skills and planning abilities, knowledge areas, experience
Environment	Internal environment; support for entrepreneurs, preparedness for work, work ethics and remuneration
Information Gathering:	Source information from different support institution, coordinate the information and integrate the communication process.
Self Confidence	Belief in one's ability to manage is critical for effective leadership, it enable assertiveness and strengthens in the face of economic change
Conscience	An entrepreneurs needs to be able to identify pending problems, understand the feelings of the business environment, and communicate effectively.
Influence Skill.	Influence is the ability to make people support you, work gets done by people, and the people need to be influenced positively to be effective.
Political	Internal politics; control of resources, coalition, negotiation and compromises. External; legislation, consumerism, unionism, and laws governing operations.

SOURCE, Own construction [Jowah entrepreneurial model]

Entrepreneurship education

Fayolle, Gailly, and Lassas-Clerc (2006:130) constructed a conceptual framework to assist in the impartation of the necessary entrepreneurship education programme that may solve the problem in Khayelitsha. This designed / framework was designed to foster entrepreneurial skills in Africa, and it is considered ideally suitable for Khayelitsha. The framework is illustrated in figure 8 below.

Figure 2.4 Entrepreneurship education framework for building entrepreneurship skills.



SOURCE: Fayolle, Gailly, and Lassas-Clerc (2006:135)

From the framework, institutional setting, content, and teaching methods are the components which should be considered together and related to each other. Each one of these three components directly influence the acquisition of entrepreneurial skills necessary for the development of the entrepreneurial capital. desired entrepreneurship skills and entrepreneurship capital. These three variables need to be considered within the context of the community where the model is to be applied, in this case the Khayelitsha township, the components will not work if they are not contextualized (Hunter and Lean 2018: 400). Emphasis needs to be given on the importance of content and pedagogy as these should relate directly to the situation of the recipients on the ground and their attitudes and perceptions about life. This may mean having to study and understand the prospective learners to be able to disseminate the entrepreneurship education using pedagogical applications that will enhance learning.

Jones et al. (2017:300) posits that the African context has to be considered to maximize desired outcomes, thus the design of an entrepreneurship education program should be carefully framed. Fayolle and Gailly (2014:78) concur and opine that entrepreneurship education must be designed with strong reference and link to contexts, with the appropriate and relevant institutional factors to foster entrepreneurial skills. Emphasis should be made to allow for effective synergistic interaction of the components that constitute the entrepreneurship education programme. According to Hamzah et al.'s (2016:90) confirms that the institutional setting is critical for stimulating entrepreneurial skills if it is contextualized. This

is supported by in Ntayi et al. (2014:88) from a study in Uganda which positively linked institutional framing to effective impartation of entrepreneurial skills as well as entrepreneurial capital. The basic principles of ergonomics are assumed to be in place, which will include appropriate facilities like classrooms, laboratories, vocational skill centers. In any socio-economic context, entrepreneurial education should be considered as a critical tool that will facilitate the fostering of entrepreneurial skills which lead to economic growth and development (Hunter and Lean, 2018:205).

What can government do to stimulate entrepreneurship?

There are choices of how governments can work towards the contextual economic growth and development of a country. The current state of the South African economy and the low skills base with 60-70% of the population chronically poor may be good ground for a developmental state (Khambule, 2018: 391-408). A developmental state is defined as an economical model where the state has more independent political power and controls the economy through regulations and interventions (Weiss and Thurbon, 2020:472). This method protects the weak companies and SMMEs that go into business against large foreign corporations with better competitive advantages. It is necessary that, given the state of the country as it is, it may be wise to put some regulations in place to facilitate the development of some of the most backward sections of the economy.

The first step; For effect entrepreneurial atmosphere there is need for extensive education across the board for all sectors of the economy. As alluded to above, 57% of the blacks and coloureds who comprise 90% of the population do not have Grade 12 level education (Driver, *et al*, GEM 2001:39). Only 6% (3 000 000) of the entire population (50 000 000) has tertiary education.

The second step; boosting of technical skills through apprenticeships, technical colleges and technical high schools should be enforced vigorously to turn to help skill the citizens and prepare them for future business start-ups.

The third step; government policies should be context relevant; the youth have no money to start businesses, have no skills to use to get jobs or start their own small operations, and the government needs to address these circumstances pro-actively.

Integration of developmental factors; The generic factor identified as critical for effective economic growth and development is the direct relationship between human development, economic growth, and the consequent economic development (Brux, 2011:231). Hisrish, Peters and Shepherd (2005:10) define economic development as a sustained increase in the standard of living of a country resultant from increase in its human and physical stock.

Economic development is measured by evaluating human development (skills and education), Nieman, Hough and Nieuwenhuizen (2003:314) posit that the quantitative measure of human development is evidenced by the literacy rates and economic ratios of a country. It is thereby hypothesized that a proactive developmental state should have deliberate government policies which must speak to the education and skills of its people as a must have and urgently so. The South African black is largely semi-illiterate, no exposure to business or technical skills, no role models to emulate, and no security against which to borrow capital from the bank.

The human capital elements which affect economic growth of a country. are political stability, conducive government policies, and strategic partnerships. Economic theories postulate a direct relationship between levels of human development and sustainable economic growth. The foundation of economic development is the acquisition of more productive knowledge measured by comparison of the GDP against the human development index (HDI). South Africa recently experienced a jobless economic growth, and the “trickle-down effect” theory did not materialize as hypothesized by those propagating for macro-investments and FDI as the answer to economic growth. Evidently, as reported above, economic opportunities, growth and development are best driven by entrepreneurship at the SMME level.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter covers in detail the summary provided for in the first chapter, here details of the research design, the research methodology, differentiation, and comparison of the two are made. The details of the schools of positivism and anti-positivism including the advantages and disadvantages of using the methodologies are discussed providing reasons why certain choices were made in place of the other. Data collection instrument and data collection methods used are elaborated on, including justification of using the same, data analysis and reporting format are discussed in detail. Then data analysis processes and reporting format are also discussed in more detail than in the introductory chapter, and the chapter ends with ethical considerations.

3.1. Research Design

Research design is an overall strategy that is used to conduct research outlining the logical plan that will be followed in the research process (Wright, O'Brien, Nimmon, Law and

Mylopoulos, 2016:97-98). The design will include among others the research objectives, research questions, data collection, interpretation, data analysis to the conclusion. The research design study defines the type of study and involves study types like descriptive, correlational, semi-experimental, experimental, review and or meta-analytic (Tobi and Kampen, 2018:1209-1225). The design may have sub-types like descriptive-longitudinal case study, experimental design and may include statistical data analysis plan (Creswell, 2014:29). A research design is a structure designed to serve as the vehicle through which answers to the questions should be provided. There are numerous types of research designs, and the most used are, namely.

- 3.1.1 Descriptive; this will include amongst others, naturalistic observations, case-study, or surveys on the population understudy
- 3.1.2 Correlational; this includes amongst other observational studies, positive, negative or zero correlational studies
- 3.1.3 Experimental; this comprises of controlled experiments, field experiments, and or quasi-experiments.
- 3.1.4 Review and or meta-analytic, which will include review of literature, systematic review and or meta-analysis.

The researcher opted for a descriptive research design that involved field survey, that is where questionnaires (data collection instrument) would be administered to a representative sample. Diekman (2011:5-6) asserts that the design chosen may mean the difference between true and false findings in research. The survey method has distinct disadvantages, namely, it is difficult to measure respondents' attitudes and behaviour, difficult to get in-depth data and possibility of a low response rate. The researcher was of the view that the advantages outweighed the disadvantages, the advantages were, namely.

- Ability of the design to accommodate large samples sizes to enable generalisation.
- Easy to record responses on structured questionnaires and to facilitate advanced statistical analysis.
- Enable identification of small differences and allowed for the study of concepts that may not be directly measurable.
- The compatibility of the design with the use of both qualitative and quantitative methodologies in the same research

For these reasons the descriptive research design was chosen is the most ideal road map that would identify what was to be done, providing direction for the research.

3.2 Research Methodology

This is defined as a “contextual framework’ and comprises the approach to investigation of a situation or phenomenon systematic in the quest to get the required data to be analysed to understand a situation (Kara, 2015:4). It is based on beliefs, views, and values about how one should go about to extract the desired data or information for the purposes of developing a better understanding. This concurs with Campbell (2016: 656–659) who asserts that it is the choices of how a research investigation will be conducted in the best way to collect data that may be valid and reliable. There are presently two schools of thought that are generally considered as opposed to each other because of the differences in the approach to the research. These are namely, positivism and anti-positivism which lend themselves as qualitative and quantitative. Andiappan and Wan (2020: 547–555) say quantitative research is a strategy focused on quantification of the collected and analysed data formed from a deductive approach mainly to test theory (positivist philosophies). Quantitative research focuses on logic in an objective manner and relies on numeric and unchanging data with convergent reasoning and not divergent reasoning (Goertzen, 2017:12-18). Quantitative research involves formal, objective information gathering about the world using a measurement tool such as a validated questionnaire to statistically quantify the phenomenon being studied (Addo & Eboh, 2014:139-144).

Whereas qualitative research methodology is defined as a process that uses naturalistic inquiry to explore in-depth understanding of the given phenomena in its natural environment and tries to understand why and not what about the phenomenon and depends on the personal experiences of the research objects (Moballegghi and Moghaddam, 2008: 125–133). This is based on non-numerical data obtained from first hand observation, be it through observation, surveys using questionnaires or recordings from focus groups or one on one interviews (Alasuutari, 2010: 139–55). On the other hand, Berg (2007:7) defines qualitative research as a process that involves the interaction of the research objects with the researcher where information collected is not numerical but verbal. Elliot and Timulak (2007:147-169) referred to qualitative as an inquiry seeking for the understanding of the personal meanings of individual experiences within their environment. The mingling with the respondents is perceived to be beneficial especially for this research which sought to understand the youth and their inclination and or perception about entrepreneurship.

These methods are used largely in studies in political science, sociology, psychology, and education. There is controversy amongst researchers as to what of these two methodologies is objective and scientific research. The comparison of these two is detailed in table 4.1 below.

Table 3.1 Difference between quantitative and qualitative research methods

Source: Jowah, 2015: 103

Quantitative [positivist approach]	Qualitative [anti-positivist]
1.focus on observable behaviour	1.focus on laws of relationships
2.focus on universal relationship laws	2.focus on human experience
3.focus on causes of phenomenon	3.focus on experience of phenomena
4.uses the natural science model	4.uses the experiential model
5.is aided by firm checks and balances	5.does not have firm checks and balances
6.emphasis measurement and analysis	6.emphasise investigating processes
7. have natural science-built structures	7.have socially built nature of reality
8.focus on causal relationships and variables	8.focus on object relationship with researcher
9. ideal for objective data with numbers	9.uses subjective data from opinions
10. uses rigidly structured methods	10. uses flexible exploratory methods
11.tries to understand from outside	11.tries to be involved with subjects
12. needs a static environment	12 works with non-static realities
13. uses of particularistic approach	13. uses holistic [wide data] approach
14. uses large samples	14.uses small samples

These methodologies have seeming contradictions and are always looked at differently with much confusion depending on the researchers. Of primary importance is that each one of them has its advantages and disadvantages, depending on the purpose of the research to be

undertaken. The disadvantages of qualitative research are complemented by the strengths of the quantitative, and the weaknesses of quantitative methods are complemented by the strengths of qualitative research methodologies. The researcher opted to use mixed research methodology, which is a simultaneous use of both qualitative and quantitative research methodologies. According to Hunter and Erin (2008:290-306), qualitative research produces information only on the cases studied, and any more general conclusions are only hypotheses. Quantitative methods can be used to verify which of such hypotheses are true.

Advantages of qualitative Research

The research is focused, and it involves real experiences of the respondents, and may enable prediction of the data with full understanding of the situation. The creativity of the researcher

may allow for the understanding of the lived experiences that will assist to explain the phenomenon. This allows for follow up questions that will enable an in-depth and broad understanding of the subject at hand without a restricted focus. This allows the researcher to build a broad understanding of the context including the experiences.

Advantages of quantitative research

Quantitative research allows you to put controls so that you can measure the relationship between the variables and develop theory. It is quantifiable (measurable) and can be repeated with largely the same results if done correctly and systematically, and this can be expressed mathematically. The use of large samples also minimizes error and allows for a generalization of the findings since it uses structure questions that are storable and or repeatable if there is need to confirm results in future. There is no special skill needed for analysis of the data.

Mixed Research Methodologies

Mixed research method is a type of research design that collects and analyses data using both quantitative and qualitative methods in a single study (Maxwell, 2009: 411-413). This research provides a more complete picture of the phenomenon under study within the single study and will provide the answer to the research question. This enables the researcher to get both depth and breadth on a specific concept, and the strengths of a methodology complement and offset the weaknesses of the other method. Maxwell, (2009: 450) posits that mixed method can give a more comprehensive answer than a standalone methodology, especially in health, multidisciplinary settings and complex situational research. The choice of using mixed research design in this study was based on the understanding that one methodology as a standalone would not be able to provide both depth and breadth to the situation in Khayelitsha. The size of the qualitative sample (small) would be difficult for generalization and hence the need for quantitative which would use large samples, yet the qualitative aspect added context to the study. There are numerous types of mixed research methodologies that could be used for research, and chief among these would be, namely, embedded, convergent parallel, exploratory sequential and explanatory sequential.

- **Embedded;** both types of data are collected and analysed at the same time, primary data type with each data set supporting the other in providing both context and generalisability.
- **Convergent parallel;** the qualitative and quantitative data collection and analysis is done parallel to each other and independently before interpreting the results together.
- **Exploratory sequential;** data collected over a period in consecutive phases or stages with qualitative data collected initially, interpreted, and then followed by quantitative data then used to explain the first result.

- **Explanatory sequential;** this method starts with collection and analysis of quantitative data followed by qualitative data collect and analysis to give context.

The decision in which method to follow was based and informed by the aim for the research, the timing of the data, the importance of the type of data and the time and cost. The research opted for embedded given the prevailing circumstances and the urgent need for the information, thus doing the research simultaneously was considered the most ideal.

Disadvantages and advantages of mixed research methods

Much consideration went into the demerits and merits of the use of mixed research methodology in place of a standalone methodology. The disadvantages identified were primarily to do with labour-intensive nature from designing of the research instrument, collecting data, analysing data and synthesizing. The likelihood of differing results was another concern, and that would involve multidisciplinary human resources to assist in the analysis. This was outweighed by the advantages, which were simply getting the best of the two methodologies and increasing on the depth and breadth of the situation. This research used both these methods since they are complementary to each other (Creswell, 2008:18) and their positive attributes were used to assist with providing a holistic approach to the research.

CHAPTER 4 DATA ANALYSIS

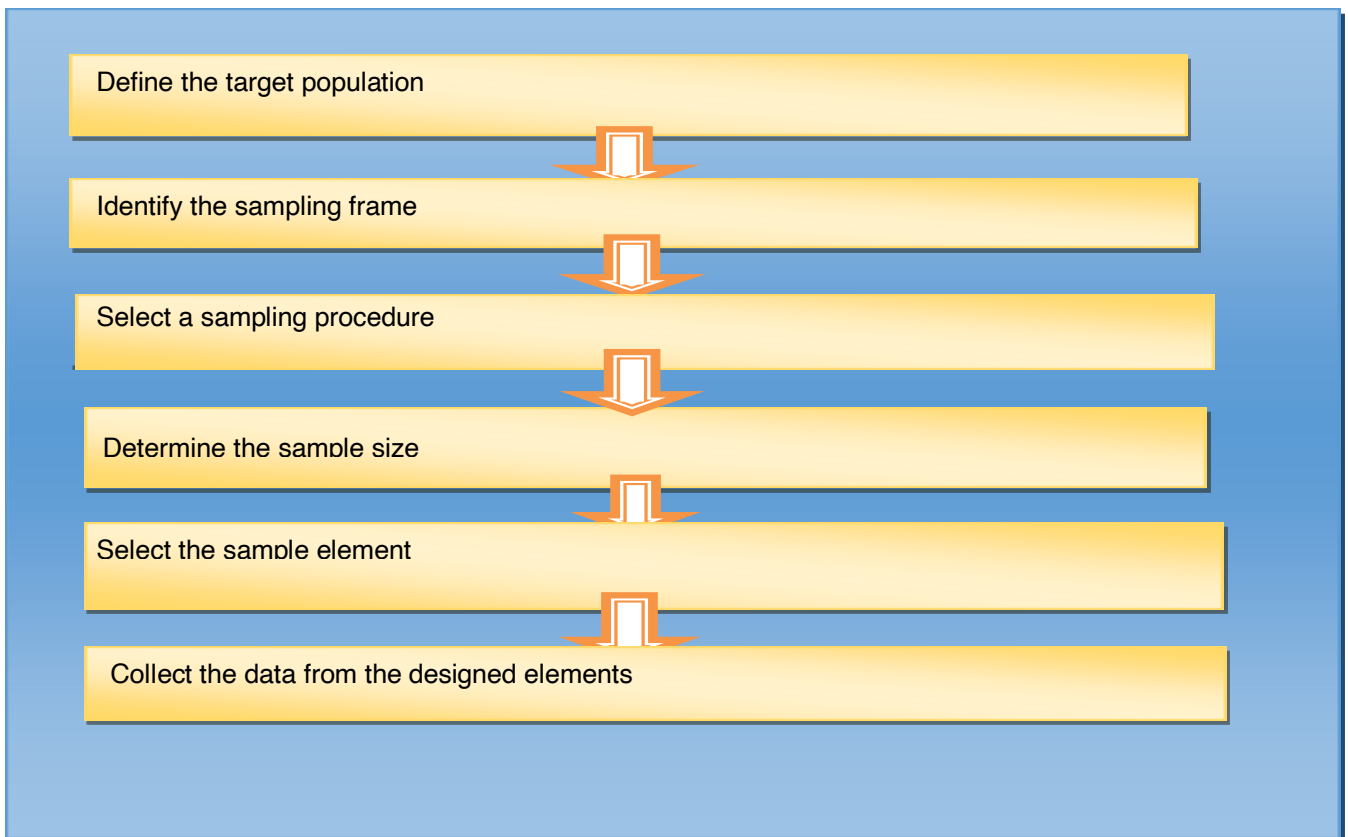
4.1 Population

The population targeted are residents of Khayelitsha who part of the Khayelitsha Development Forum is, church youth formations, technical colleges, and local sports associations. The target group is those within the age group of 18 to 35 years, presumed to have completed high school. This also involves access to the *stockvels*, and art groups funded by non-governmental organisations. Khayelitsha is chosen because it is the largest of the “locations” in the Western Cape and is accessible to the researcher in terms of logistics and costs. Polit and Hungler (1999:37) refer to a research population as an aggregate or entirety of all things or subjects within a specified set. The youth of Khayelitsha is the population in this study.

4.2 Sample And Sampling Method

The sampling was guided by the six steps as recommended by Churchill and Lacobucci (2009:283), the target population was defined as youth in Khayelitsha. Youth in South Africa range from 18 – 35 years of age, and these would have completed high school under normal circumstances.

Figure 3.1 The six-step procedure for drawing a sample



Source: Adapted from Churchill & Lacobucci 2009:283

4.2.1 Sample frame is defined by Blumberg (2008:228) refers to the sample frame as the correct list of all the elements from which the actual sample will be extracted. This is in reference to all who qualify for the research which in this case is all the youth who reside within Khayelitsha.

4.2.2 Sampling procedure, the researcher opted to use systematic random sampling at the centres where the youth gather for their regular meetings and operations. Starting with the first chosen randomly, every 4th individual became a respondent, the youth were first separated into two groups

(females and males), this allowed for increase in the gender proportion of those that were randomly selected. The study focused on young people, both male and female, across several sections of Khayelitsha. A random sampling method was used. According to Taherdoost (2016:21), random sampling means that every member of the population has an equal probability of inclusion in the sample. A simple random sample is a subset of people (i.e., a sample) chosen from a larger set (a population). Everyone is selected randomly so that each person has the same likelihood of being selected at any point during the sampling process (Yates et al., 2008:04).

4.2.3 Sample size, Kobus' (2016:162) says this is the number that will participate in the research (the larger the sample the higher the chances of getting accurate results) was used as a guide on sample size. Maree (2008:179) suggests that eight factors be considered, these are number of variables, the methods to be used to collect the data, type of research, research hypotheses, financial constraints, importance of findings, expected levels of accuracy and sample frame.

4.3 Data Collection Instrument

Mixed research method was the choice for the research, and there was a need for a data collection tool ideal for the research that was to be conducted. The researcher opted for the questionnaire as the most ideal instrument for the purposes considering that there was going to be simultaneous use of qualitative and quantitative data collection methods. The advantages and disadvantages of using the questionnaire for the purpose were considered, other than the compatibility of the chosen research design with simultaneous mixed research methodology.

Disadvantages of using the questionnaire

Numerous disadvantages of using the questionnaire were identified and considered, chief among these were, according to Kobus (2016:238).

- Necessary expertise in the construction of the data collection instrument
- Knowing the correct language to use for a population largely semi-illiterate
- Designing a questionnaire appropriate for the data collection method chosen
- Time needed to construct the questionnaires, validate them before use
- They may not cover or include everything known to the respondents
- May have questions that the respondents may not be comfortable with and thus omit.

- Questionnaires could not interpret the context of the study being undertaken

These disadvantages (using a questionnaire) were scrutinized and properly aligned to the research with constant consultation with a statistician to provide proper expert guidance. Numerous though they were, the other methods of observation, focus groups and brainstorming did not allow direct contact with the respondents and a personal feeling of the situation and experiences of the respondents. The advantages were equally identified and considered.

Advantages of using a questionnaire

- The need for standard questions that applied equally well to all the respondents
- The ability to get to ask the directly, the how, what, and why from the respondents
- They can be stored for future use by other researchers or reviewing the research findings
- It can be subjected to reliability and validity tests if peers have problems with findings
- They allow for unquestionable objectivity which is necessary for scientific research.

The decision was made to use the questionnaire because it was considered to have more merits than demerits and would assist in deciding on what methodology could be used for data collection. The possibility of standard questions attracting standard answers was considered as a critical element in improving both validity and reliability of the data collected. The instrument had three sections, namely, Section A, Section B and Section C.

Section A – was biography, this was considered necessary to determine if the respondents were qualified to take part in the survey as per sample and target population description.

Section B – this was a Likert scale meant to evaluate the opinion, perceptions, and attitudes of the respondents on the situation on getting or creating jobs as a means of maintaining a desired livelihood style. The respondents had to rank the statements (constructed based on existing theory in literature) on a scale of 1-5, 1 = strongly disagree, 2 = disagree, 3 = neutral / indifferent, 4 = agree and 5 = strongly agree.

Section C – this was an open-ended section where the respondents were requested to provide information as they understood it, all that was provided was the subject matter (to keep within the scope of the research) but they used their own words and expressed themselves

freely. This section enabled the respondents to include issues that might have been left out in the Likert scale and the biography.

4.4 DATA COLLECTION METHODS

Halcomb (2016: 6-7)) states that most research preparations ignore the crucial nature of data collection methods as these can distort the findings of the research. Considering this, the researcher had choices to make for effectively collected the data, among these were, namely.

- 4.4.1** Use of google forms
- 4.4.2** Use of monkey folders
- 4.4.3** Emailing directly to respondents, or
- 4.4.4** Administering directly to respondents

Emailed questionnaires, even if these respondents had easy access to computers / internet (they do not have) would generally have a low response rate, most respondents ignore questionnaires. It would also be difficult to identify the appropriate target population unless if they are known to the researcher or prior contact made. Difficult questions or unclear sections of the questionnaire would cause confusion resulting in spoilt questionnaires or the respondent discarding the questionnaire. Since questionnaires do not interpret the context, the method was needed that would overcome on these weaknesses and interpret the context for the respondent

The last option was considered the best considering the context of the target population, most of whom had never used a computer before, did not have / afford an iPhone, or simply had no access to an internet café or no email address. It was deemed more effective and most ideal to administer the questionnaires directly to the respondents and the following advantages were considered important.

- 4.4.5** Direct access to the respondents would improve on questionnaire return rate.
- 4.4.6** Direct access meant that any areas that needed clarity were given attention.
- 4.4.7** Respondents could be debriefed on the purpose of the survey which were part.
- 4.4.8** Respondents would ask further questions and exchange views and suggestions.
- 4.4.9** Respondents were free to refuse / decline to participate if they were not interested.

Having eliminated all other data collection methods, the researcher therefore trained 5 research assistants (under-graduate university students studying Research Methodology) in data collection

ethics, the purpose of the study and general conduct in administering questionnaires. These were taken to the sites where the youth assembled, in churches, youth centres and training programs. No names were allowed on the questionnaire, though there was no danger in the youth expressing their opinions on the questionnaire as they did not report to anyone. The standard nature of the questions promoted the collection of standard answers which did not need much scrutiny or expertise to interpret. Conducting the survey face to face eliminated weaknesses that could have been experienced with other methods, this allowed for effective management of time.

4.5 Data Analysis Method

The data (questionnaires) that were collected were brought to one place and the process started by cleaning and editing of the data. The data was then coded and captured. An excel spread sheet (ESS) was used as it was the only software available to the researcher. Equally so, it was ideal for the purpose as this helped in the construction of illustrations needed to compare the relationships between the variables. The illustrations constructed were histograms, charts, frequency polygons, tables, and graphs. These illustrations were used to report on the findings from the research as they clearly show the relationship between the variables allowing for generalisation where necessary. recorded as research findings.

4.6 Ethical Considerations

Academic researchers are watched closely by the government to monitor their research activities that may harm citizens physically or emotionally. The first part of the questionnaire stated clearly that participating was a voluntary exercise and that the respondents could omit sections they were not comfortable with and were not supposed to put their names on that. Six considerations by Trochim (2006:1) were adhered to, namely.

Table 4.1 Six ethical considerations for researchers.

Voluntary participation	the participants at no time should be forced into taking part in the research.
Informed consent.	It is imperative that the participants get a letter before participating which gives them the opportunity to say no if they wish to do so.
Risk of harm.	Ethical standards clearly state that the researcher must at no given time put the participant in danger while conducting their research.
Confidentiality	Information gathered needs to be taken into consideration and must be respected at all times.
Anonymity guarantees	The right to privacy to the participants especially if it could mean that their views on a certain subject could cause problems in the workplace which could lead to job loss as an example.

Right to service.	The participants have the right to benefit from any research that might incur a positive outcome. This would most certainly in most cases be an improvement of the conditions that they find themselves in.
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These principles were adhered to, and respondents were debriefed and informed of all their rights prior to agreeing to take part in filling in of the questionnaire. The research focused on young people aged between 18 and 35, a span almost coincident with the official South African definition of “youth” as the 15 to 35 age group (South Africa. Department of Planning, Monitoring and Evaluation, 2014:03). The researcher sought informed consent from each respondent for participation in the study, and anonymity was guaranteed.

No names or marks identifying the respondents were allowed on the data collection tool and no information from the research was shared with any authority. When withdrawing from the study, the respondent would let the research team know that he/she was withdrawing. There was no obligation on the part of the respondent to explain their withdrawal from the survey. Masks and sanitizers were provided to the respondents as per government requirement because of Covid-19 and the likely risk, and all existing government regulations on social conduct were adhered to.

4.7 Limitations of the Research

It is not possible to carry out research of this nature without limitations and risks that may affect the results, or the working thereof. It was impossible to conduct a country wide research on this subject, the research was limited to youth at Khayelitsha, that population may not be representative of the country. To the best of the researcher’s ability, objectivity remained primary, and the survey was carried out professionally. Time and costs also affected the operations, this could have been expanded within Khayelitsha, but limited resources became an important factor.

4.8 Chapter Summary

The research was conducted systematically in accordance with the expectations of a scientific research. All necessary precautions were taken to allow for valid and reliable results that are repeatable by other researchers. The findings may be the first step in extended research to understand the situation better and help the country meet its own objectives to the citizens. The use of both quantitative and qualitative methods enabled the researcher to capture a somewhat holistic understanding of the respondents’ perceptions.

Whilst these may be regarded purely as perceptions, it is these perceptions that form the reality of the people who are affected. All the concerns showed by the respondents were attended to immediately and all assistance to understand, what was not clear was provided. After the data editing, cleaning, capturing, and analysis was completed, the work was subjected to a review to iron out any possible errors before presenting the data as the final finding.

CHAPTER FIVE

DATA REPORTING, ANALYSIS, AND INTERPRETATION OF FINDINGS

5.1. Introduction

The objectives for this study were primarily to get a full understanding of the phenomenon and a complete description of the situation concerning entrepreneurship. In accordance with the recorded literature reviews, it was established that there is a correlation between the increase in entrepreneurship and reduction of poverty in a community. The study was however limited to one Khayelitsha community in Cape Town in the Western Cape province of South Africa. The study was focused on this township because it is one of the 5 largest slums in the world, and arguably the largest in South Africa. With a population of 2.4 million people with more than half of these living in informal accommodation and an estimated unemployment rate of 47%, this was considered most ideal for the study.

The generality of the population is urban migration from the Eastern Cape, considered the poorest of the 9 provinces and with the highest illiteracy rate in the country. This part of the dissertation provides details of data, the analysis and interpretation leading to the findings. The questionnaire (attached in the appendices) was divided into three parts, Section A–Biography, Section B-Likert scale with statements to be ranked and Section C-Open ended questions. The data reporting follows a particular format: the question is posed (sometimes with a brief accompanying description), and respondents' answers follow, accompanied by illustrations in the form of figures or tables.

5.2. Findings

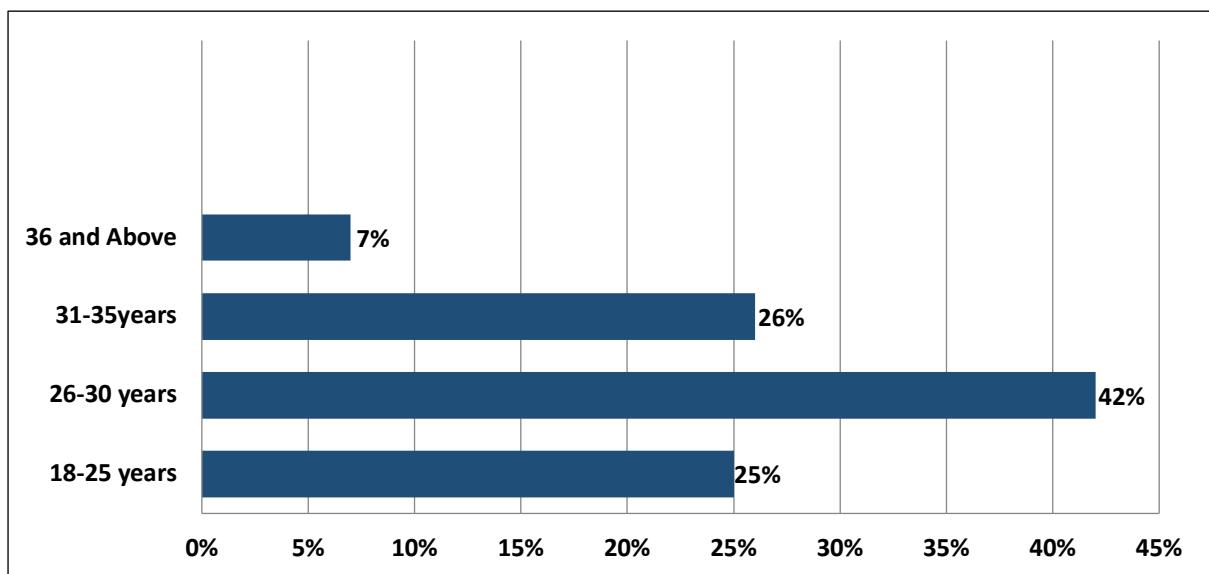
5.2.1 SECTION A – Biography; this section was meant primarily to qualify the respondents to avoid people who did not fit into the category. Whilst the focus was on youth, the study (researcher) accepted that the definition of youth has been generally anyone 40 years and below, though the government defines it as the age group 15-35

years of age. It should be noted also that women (because of the previous dispensation) qualify for the youth fund up to the age of 50 years.

Question 1: How old are you this year?

This question was meant to establish the suitability of the respondents to this research as this would assist with confirmation of information in the literature review in the dissertation. Research indicates that people who go to start businesses generally have previous experience and would start a business in an area that they have experience and skill in. (Chowdhury 2017:09)

Figure 5.1 Age of the respondents



Source: Own Construction

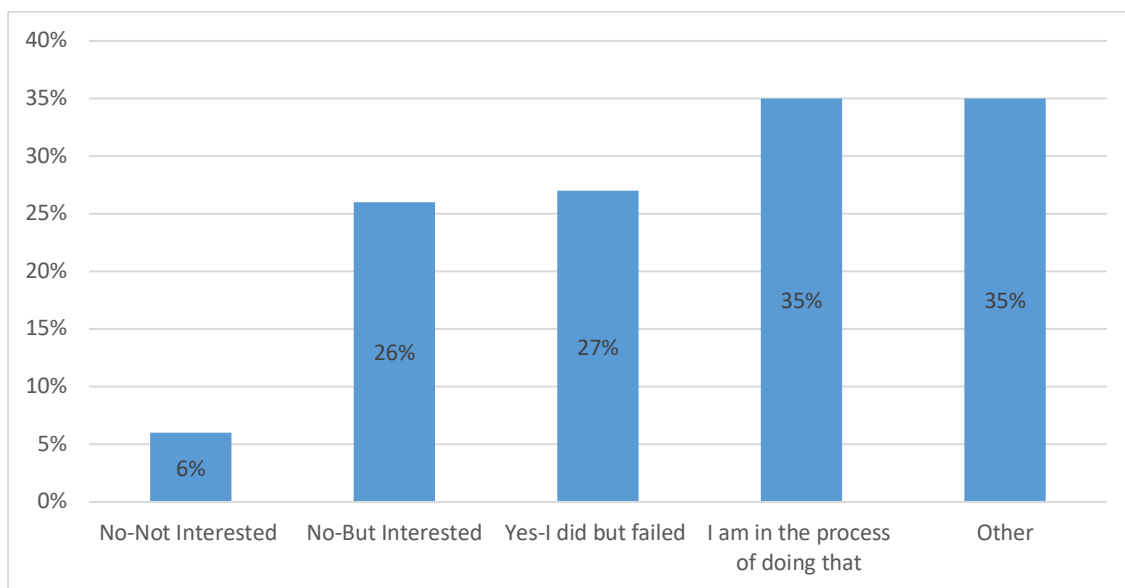
As illustrated in the figure 5.1 above, 42% of the respondents were in the age group 26-30 years, generally the group that is affected and frustrated the most. They may have completed whether it is high school, college or university, they find themselves unemployable for many years. The age groups 18-25 years and 31-35 years were respectively 25% and 26%, the first group was most likely those that had just left high school (if they did high school) and the second group (31-35) are generally those who will be planning to start families. An allowance was given for those 36 years and above, most of whom would have been members of youth organisations and continued to participate, these comprised of 7%. The researcher considered their number to be small and would not make significant statistical difference, considering they still think of themselves as youth.

Question 2: Have you ever tried to start a business in your life?

The question primarily meant to measure and or understand the respondents' previous efforts and the likelihood that they may have been interested in doing business. This would assist in that there will be adequate information about the respondents that would allow for appropriate planning and action.

Response: there were mixed feelings and experiences in that there was no outstanding group in the responses suggesting a situation of uncertainty amongst them. The choices given to the respondents were deliberate and this could not be a simple yes or no, because there are those contemplating to start but had not, they wouldn't fit into yes or no category. Other respondents may have simply not wanted to express a view; hence they would say other – they have a right to omit questions as part of the ethics consideration. The full responses are illustrated in figure 5.2 below

Figure 5.2 Endeavour to have started a business or not



Source: Own Construction

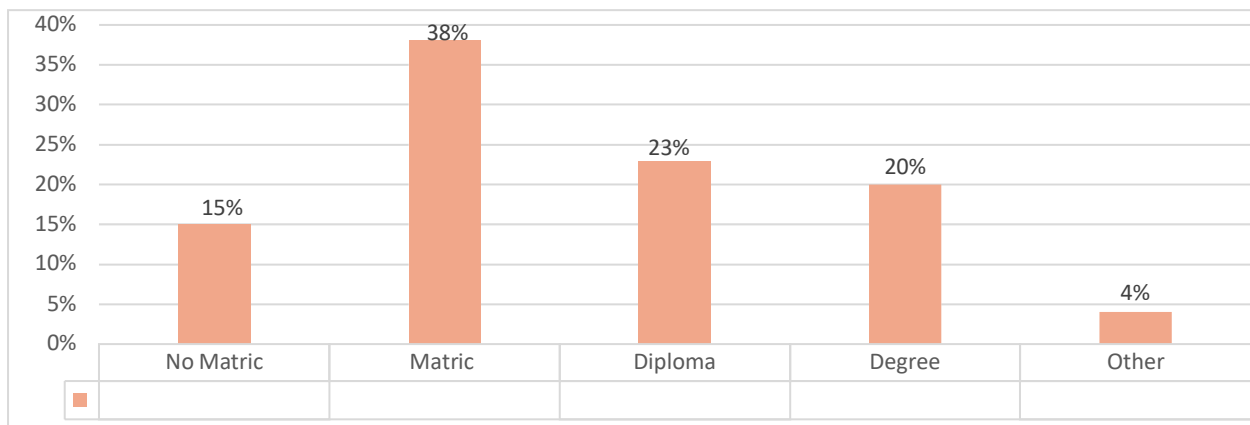
There were out rightly 6% who clearly stated that they were not interested in starting a business, with another 6% deciding not to state (other). Of particular interest are those in between, with 37% in the process of starting their businesses, 27% had not started but were interested. This meant that there was 64% of people that could be available to start working with, add to it the 28% who had tried and failed. It can be generalized that there is enough stock of youth keen on entrepreneurship (92%).

Question 3: What is your highest qualification to date?

Literature reviewed indicated that there was a relationship between level of education and the desire for entrepreneurship (Kruss, McGrath, Petersen and Gastrow, 2015: 22-31), this question was based on that. Besides, this question would assist in determining what training was required based on the existing education / skill in the community to enable an effective “change of status quo programme.”

Response: Contrary to expectation, realizing that there were high levels of illiteracy, they expectation was that there would be no graduates unemployed in these youth associations. Figure 5.3 below, illustrates the findings.

Figure 5.3 Qualifications of the respondents



Source; own construction

The larger part of the respondents (38%) had done up to matric (high school exit) with 15% of the respondents not having gone up to matric. Of particular interest is the fact that there are 43% of the respondents (23% diploma and 20% degree) who are in the group of respondents with 4%, there was no extra information under this, suggesting that they preferred not to say. No request was made to know the type of tertiary qualification the respondents had, nor was there a request to specify if the degree was at bachelor’s degree or postgraduate level.

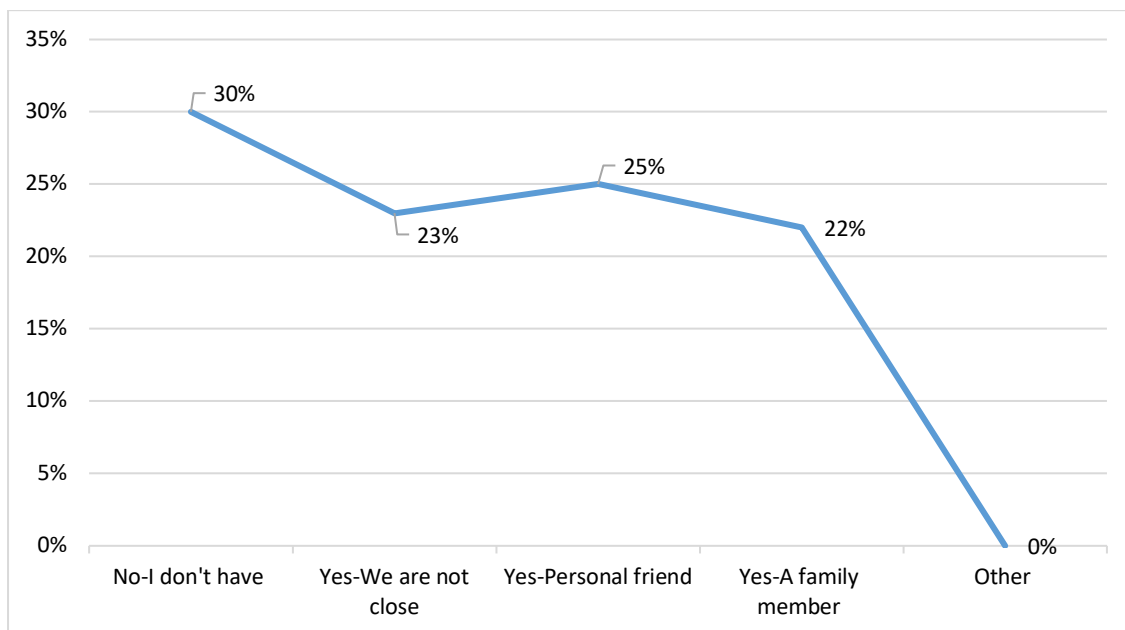
QUESTION 4: Do you have any close relative/friend who is successfully running a business?

This question was asked in accordance with prevailing research findings, Hoffmann, Junge and Malchow-Moller (2015:79-104) indicated that the desire for entrepreneurship is inheritable from one’s upbringing. Fellnhofer, (2017:260-283) posited that people brought up in families or environments where businesses were part of their upbringing tended to have inclination towards entrepreneurship. Lafortune, Riutort and Tessada (2018: 222-45) concur and said

that young people growing in environment with success business models tend to aspire to own their businesses.

Response: There was an expectation that there would be very few people with prior exposure in business ownership within the family circles or extended friendship circles. No specific mention or request was made to classify the business into specific industries. The responses are illustrated in figure 5.4 below.

Figure. 5.4 Levels of prior exposure to business by the respondents



Source: Own Construction

Only 30% of the respondents did not have anyone or knew anyone personally that was in business, and no other excluded themselves by filling in other (0%). The remainder had a form of contact or knowledge of someone in businesses, 23% said yes but they were not close, 25% indicated that they had a friend (possibly close) and 22% had family in business. In all 70% of the respondents had some form of interaction with someone in business, suggesting they may approach them for advice.

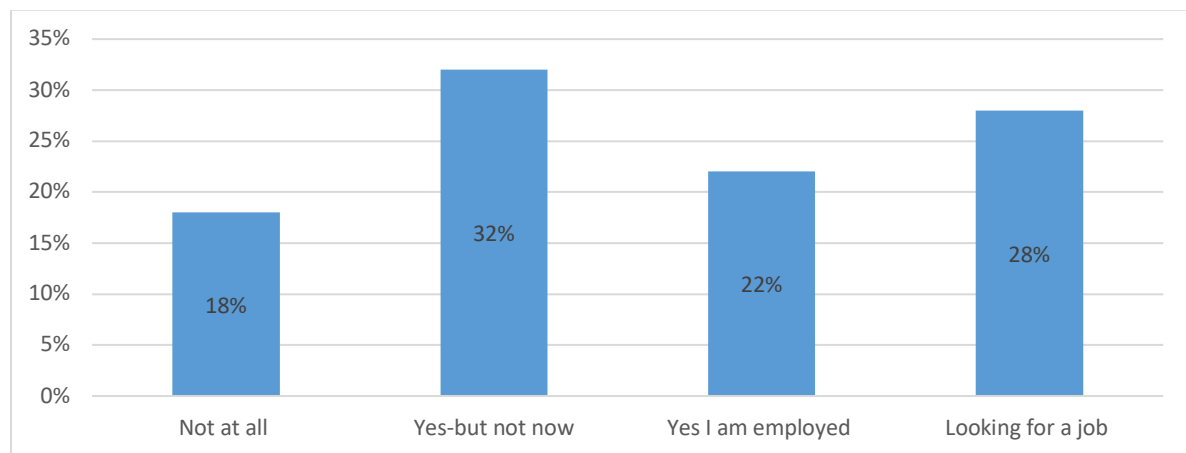
QUESTION 5: Are you or have you been employed before?

Staniewski (2016:5147-5152) posits that direct exposure and experience in business operations assists in the building of self-confidence which may encourage entrepreneurship. The more individuals are familiar with a system, the more readily they are prepared to take

chances and be innovative. Nabi, Liñán, Fayolle, Krueger and Walmsley (2017:277-299) concurred with this and indicated that certain skills that individuals have, are learnt from their employment. This suggests that it may be critical for effective entrepreneurship to provide a form of apprenticeship during which time skills can be transferred to the employees.

Response: The high levels of unemployment in the country and specifically on the Khayelitsha community were of concern to the researchers pertaining to this question. The respondents aired their views as illustrated in figure 5.5 below.

Figure 5.5 Respondents' work experience



Source: Own Construction

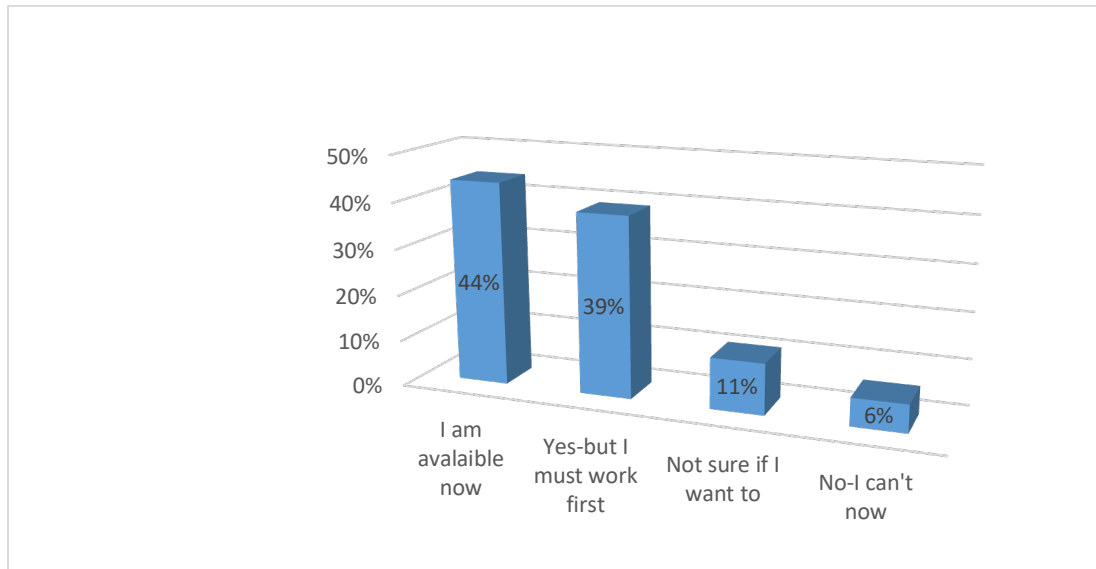
As many as 18% of the respondents had never been employed in their whole lives, while 32% had gained work experience. It is not clear what type of employment, whether it was seasonal in the vineyards, or contract employment for construction and other project-based operations. Only 22% of the respondents were not employed at the time of the research and only 28% were actively looking for employment.

QUESTION 6. If given an opportunity, would you want to start your own business?

Research has indicated that there are specific personality traits that lend themselves to entrepreneurship (Kelly, 2016:422-435), some people may not be inclined towards entrepreneurship. The common traits for entrepreneurship include amongst others, self-confidence, willingness to take risks and social circumstances, some of which may be cultural. Klandt (2015:26-38) observed that individuals need different incentives to be motivated to go for business start-ups, and this may be because of their circumstances. Hence this question was asked. On the other hand, it is also clear that some business start-ups are necessity entrepreneurship whilst the others are opportunity entrepreneurship.

Response: The researcher’s expectation was that everyone would opt to get involved in business, this stemming from the presumption that everyone admires the life of successful businesspeople. The respondents had a different story to tell as recorded in figure 5.6 below.

Figure 5.6: Aspiration towards starting a business



Source: Own construction

It was interesting to note that only 44% of the respondents were prepared to start on the business start-up with 39% wanting to work for someone first before they start. The remainder of 17% (11% not sure if they want with 6% stating that they can't now), in all 56% of the respondents were not available (for one reason or another) to get started on the entrepreneurship route immediately. There are people who are generally averse to taking risks and may not take and hence the decisions to be employed and not be the employer (Kelly, 2016:422-435).

Question 7: Are there any other issues you may want the researcher to know in relation to the above questions and insights?

Response: Not all spaces were filled in, but respondents did indicate some of their sentiments some of which were not directly related to the study at hand but were passionate to them. This question was asked to accommodate respondents who felt they had more insights to share, and to cover any elements that might have been overlooked by the researcher. The 10 most frequently stated statements are recorded in descending order in the table below.

1	We need people to start businesses so that we can have employment we are suffering here
----------	--

2	Government must provide us with money for us to survive because many people go to bed hungry every day
3	We can't afford transport money to go and look for jobs in town and so we are here stranded without food
4	We are very poor, and the government does not care about us we have no water and no electricity
5	There is a lot of criminal activities here we find it difficult to work at night because it is very dark always
6	Why doesn't the government create jobs for us to work we have qualifications and yet we cannot work.
7	There are foreigners here who take our jobs and we remain with no jobs or food in our own country
8	Our children travel long distances to go to school, why is the government not building a school nearby for our children
9	We need a clinic near here we have to travel long distances by foot to get to the nearest clinic and it is always full.

The respondents filled in what they perceived to be important to them as there was no specific subject to be addressed. The focus of their responses was more to do with immediate solution to their need to get jobs and help themselves with money for food. Getting a job was considered primary as that would guarantee them some money to buy food and other basic needs for their survival. The respondents spoke more of their suffering than they did of entrepreneurship as a solution to their suffering, someone else had to provide jobs.

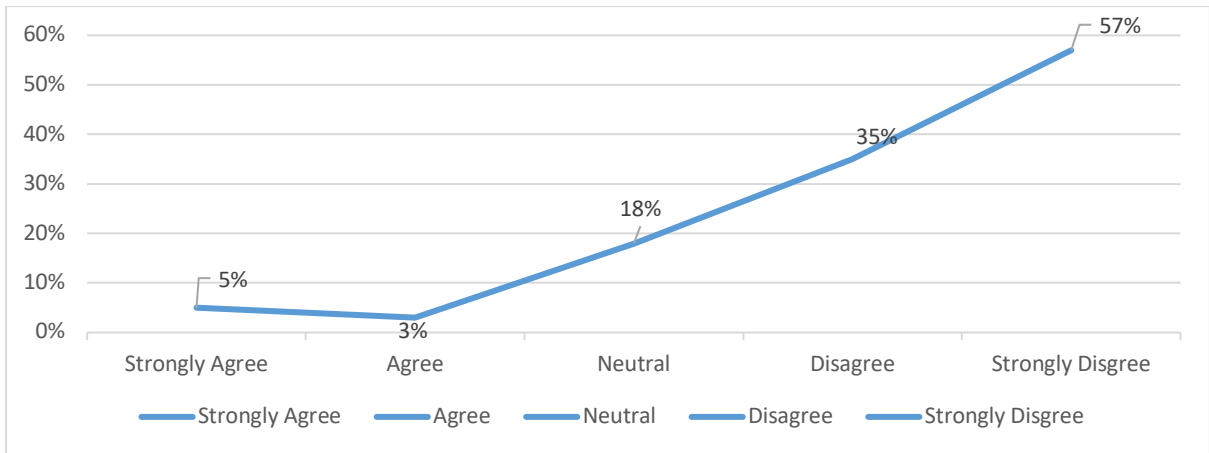
5.3 SECTION B – LIKERT SCALE - In this portion, the Likert scale is used to evaluate the expectations and views of the respondents regarding specific statements generated from the problem statement, in line with the research objectives and research questions. The respondents were requested to rank the statements on a sliding scale of 1 to 5, with 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. Respondents were asked to score their responses to the statements according to how they felt. The statements are grouped under a series of subheadings, namely, Goal orientation, Openness to opportunities, Leadership competencies, Conviction in undertakings, Barriers to entrepreneurship, Risk-taking attitude, Necessary skills.

5.3.1 GOAL ORIENTATION

STATEMENT 1: I have clarity on what I want to be in life.

Some people are born optimistic and goal-driven, while others must struggle a bit to make things happen. This statement was intended to assess whether our respondents know what they want to be in life. Their responses are set out in figure 5.7 below.

Figure 5.7: I have clarity on what I want to be in life



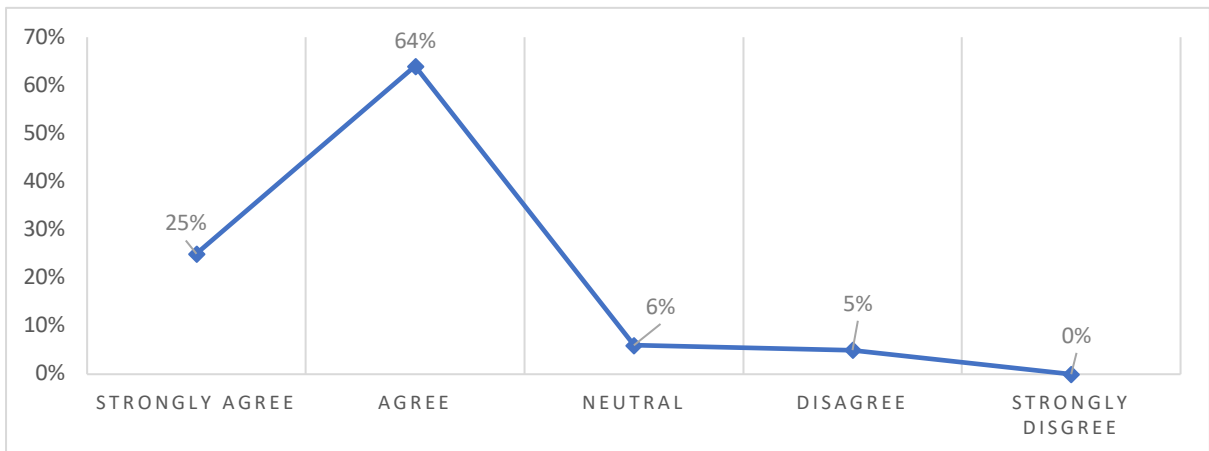
Source: Own construction

Most of the respondents were enthusiastic about what they wanted to be in life, 57% of them strongly agreeing with the statement. A further 35% of the respondents agreed with the statement, indicating that a huge proportion, 92% of the respondents, have some idea of what they want to be in life. A much smaller percentage were not clear about what they hoped to achieve in life, with 5% disagreeing with the statement and 3% strongly disagreeing. No mention of “what they wanted to be” was requested for in this statement.

STATEMENT 2: I always finish whatever work I am given on time.

This statement aimed to assess the extent to which the respondents completed tasks they had to perform as a measure of determination. The findings are illustrated in Figure 5.8 below.

Figure 5.8 I always finish work I am given:



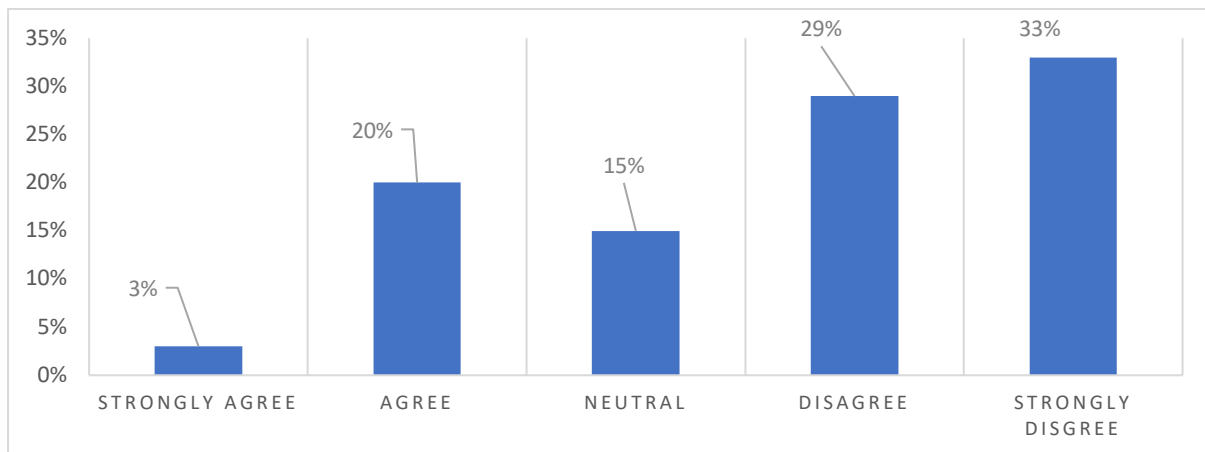
Source: Own Construction

Only 1% of the respondents strongly disagreed with the statement, while a further 5% just disagreed with it. Six per cent of them had mixed emotions about this statement and preferred to score their response as neutral. Most of the population, 64%, agreed with the statement, while 25% strongly agreed.

Statement 3: I don't know exactly what I should do in my life.

The statement aimed to assess the extent to which our respondents knew what they wanted to do with their lives. The statement was included to check consistency among our respondents, being essentially the same Statement 1. The Figure below indicate the responses of the participants.

Figure. 5.9: I don't know exactly what I should do in my life



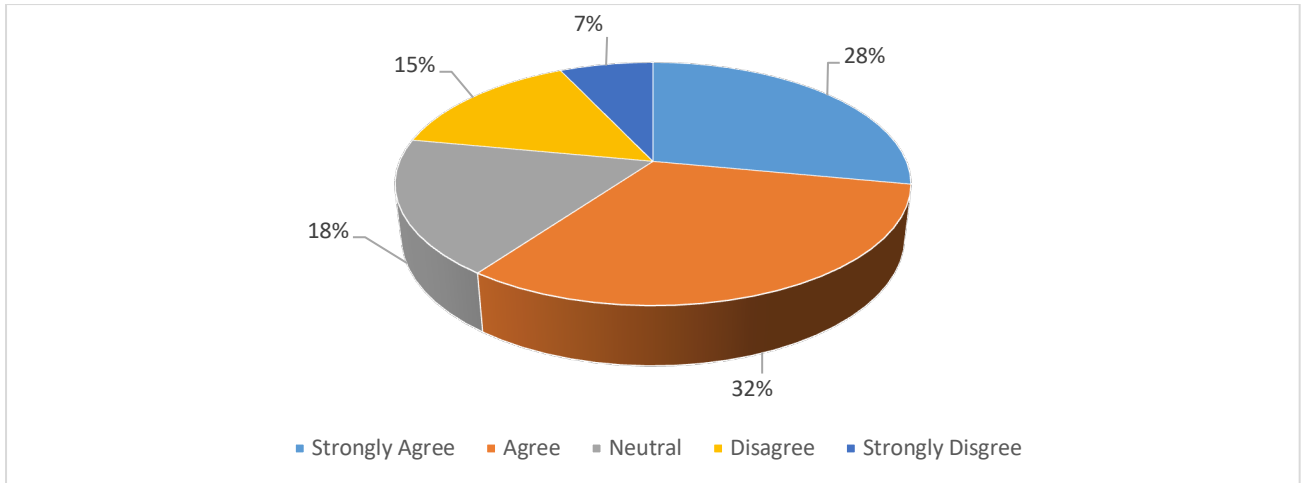
Source: Own construction

A full third of the participants, 33%, strongly disagreed that they did not know what they should do in life, and a further 29% disagreed. While 15% were neutral, 23% agreed or strongly agreed that they did not know what they should do in life.

STATEMENT 4: I always wish to work without close supervision.

When, for example, a project manager has a vision for how a project will be implemented and formulates a strategy, he/she must delegate tasks to the team members and set time frames for achieving goals. A project leader that does not set precisely articulated tasks might confuse the team and cause the project to fail. But this question asked whether, knowing what was required of them, the respondents would like to work autonomously, without direct supervision. the responses are set out below.

Figure 5.10 I Always Wish to Work Without Supervision



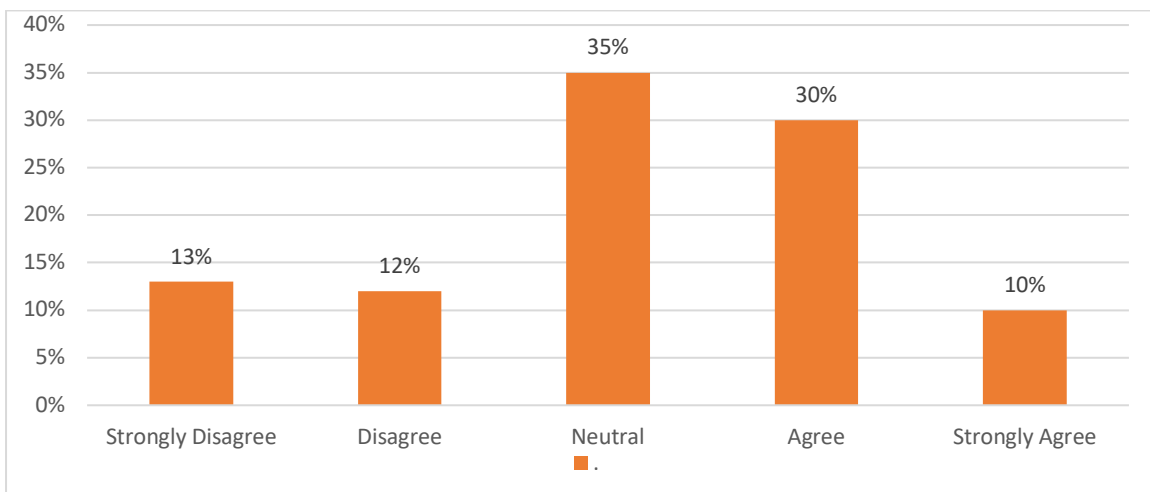
Source: Own construction

What the results reveal is that 22% of the respondents either disagree or strongly disagree with the statement. While 18% of the responses were neutral, a revealing 60% agreed or strongly agreed with the statement.

STATEMENT 5: I desperately need employment to reach my goals.

The statement was to assess the extent to which our respondents' needed jobs. This is to measure the respondents' perception of their individual goals and access to employment. The figure 5.11 below illustrates the response patterns.

Figure 5.11 Respondents' perceptions of employment as panacea



Source: Own construction

According to the findings, 13% of the respondents strongly disagreed with the statement and a further 12% disagreed. The findings also reveal that 35% of the respondents had mixed

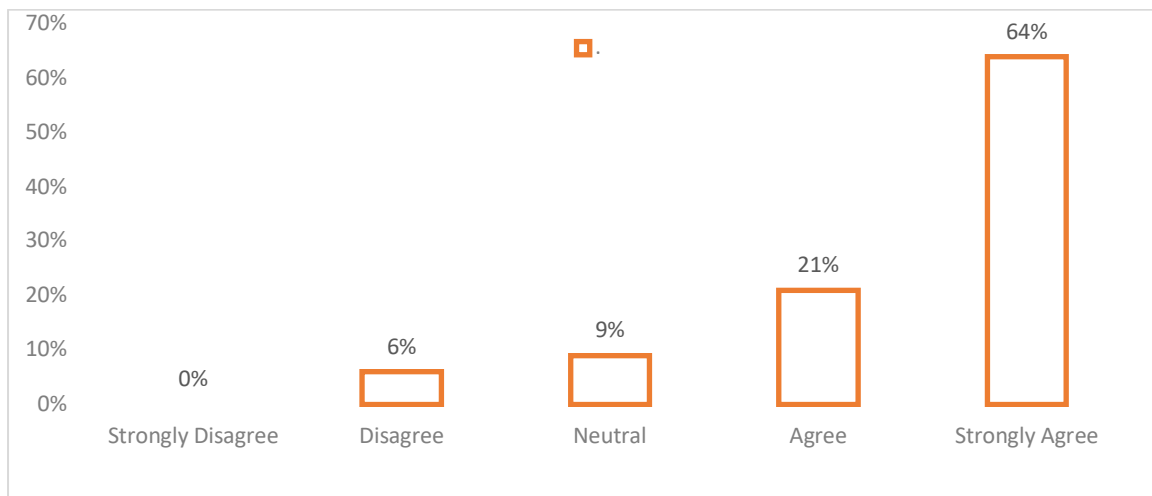
feelings about the statement, recording a neutral, while in all 40% of the respondents agreed with the statement.

5.3.2 OPEN TO OPPORTUNITIES

STATEMENT 6: Networking is a critical element in the effective running of a business

The statement was included to assess the respondents' perception of the importance of networking.

Figure 5.12 Networking is a critical element in the effective running of a business



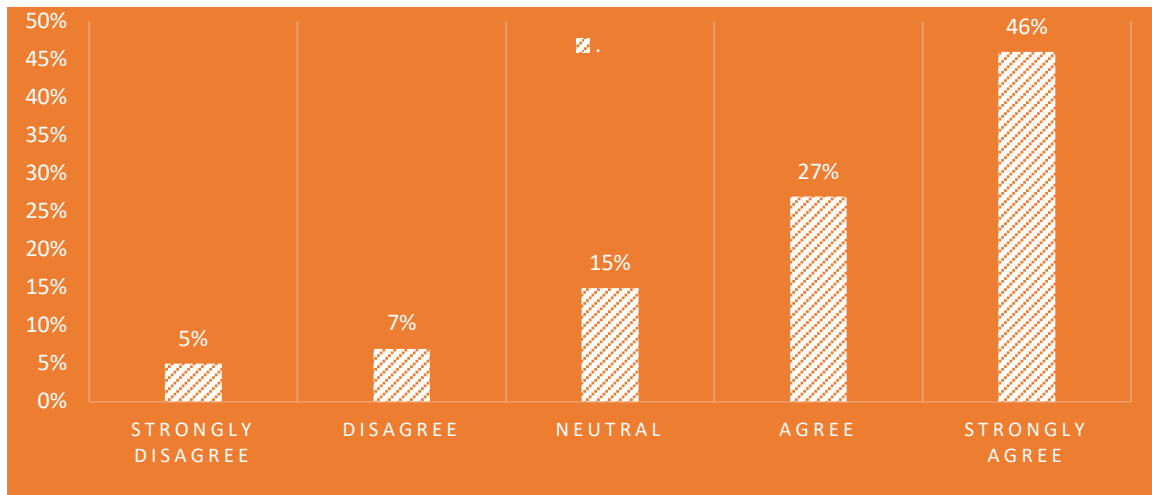
Source: Own construction

Of note is that 85% (21% agree and 64% strongly agree) of respondents agreed that networking was a critical element in the effective running of a business. The ambivalent were at 9% of respondents they were undecided on the issue, while 6% of the respondents disagreed with the statement. Ability to network is a critical element in effectively managing the enterprise. (Konsti-Laakso, Pihkala and Kraus, 2012: 102-106)

Statement 7: Ability to form relationships is a strong indication of customer focus

This statement was included to gain some insight into the respondents' understanding of relationship creation as the sign of a focus on customers. One of the most critical elements of entrepreneurship is the ability to communicate and develop good relations with both employees and the customers. The response is illustrated in the figure 5.13 below.

Figure 5.13 Respondents' perceptions about importance of relationships



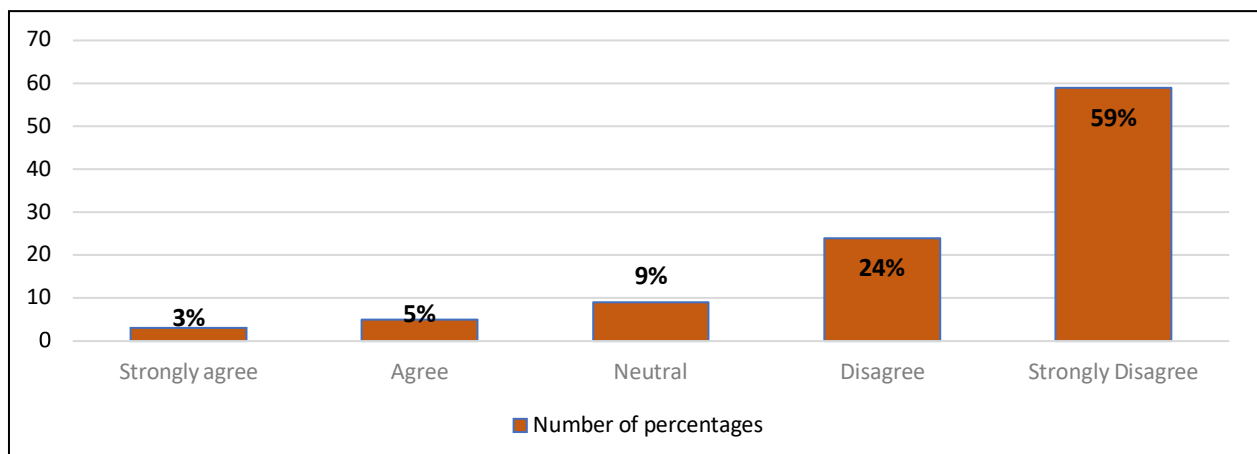
Source: Own construction

The data analysis shows that 5% of the respondents strongly disagreed with the statement, 7 disagreed, with 15% remaining neutral. The majority totalling 73% of the respondents (27% agree and 46% strongly agree) viewed relationships as positively affecting the operations of a business, presumably from their own experiences when they go to buy from the shops. This agrees with research findings in customer relationship management and customer service. (Jiang, Shiu, Henneberg and Naude, 2016: 141-144)

STATEMENT 8: Ability to identify ideas that can turn into opportunities is a critical skill

This was deliberately intended to measure the extent to which opportunity entrepreneurship dominated necessity entrepreneurship, it at all the respondents knew. The ability to turn ideas into opportunities would however appear no matter what form or category of entrepreneurship one belonged. More than 75% of the respondents had completed their matric (high school exit level) and had most definitely done Business Studies in which entrepreneurship was taught.

Figure 5.14 Ability to identify business ideas as a critical skill



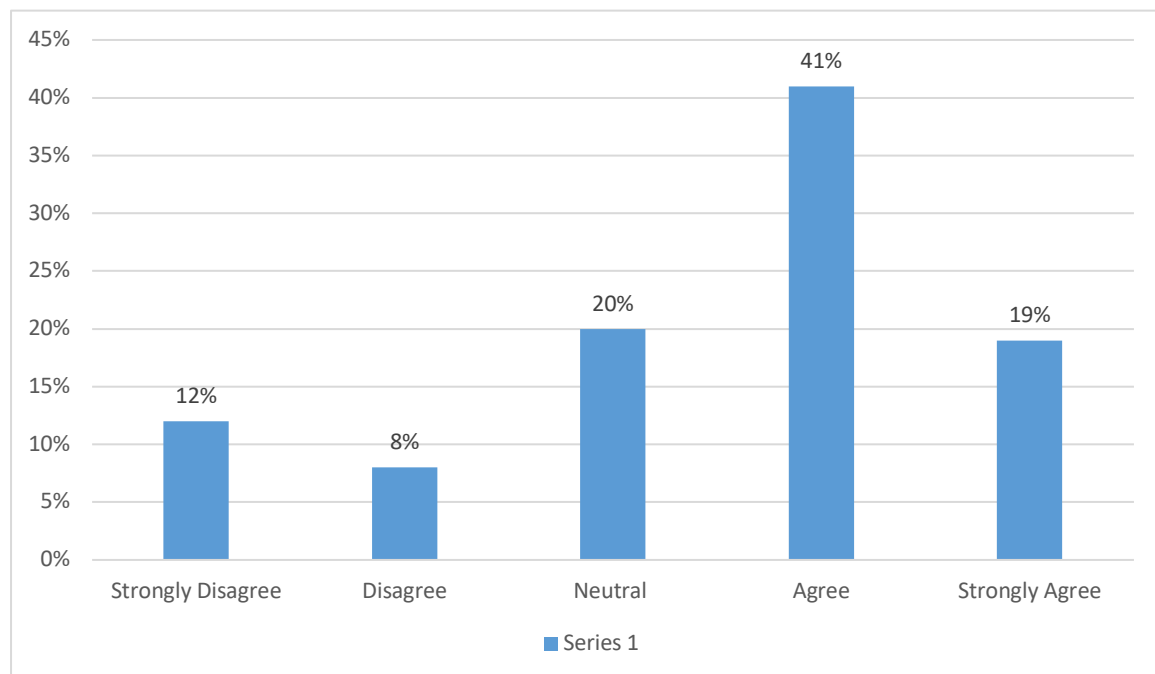
Source: Own construction

As per the findings, 8% of the respondents (3% strongly disagree and 5% disagree) did not regard the ability to identify ideas that could be turned into opportunities as a critical skill. Those that were neutral registered a 9%, while an impressive 83% of the respondents agreed with the statement (24% agreed and 59% strongly agreed). Research has confirmed that one critical characteristic of an entrepreneur is the ability (or willingness) to turn ideas into opportunities (Eddleston, 2020: 271-275).

STATEMENT 9: I am focused on important things, and I don't have time to sit around drinking coffee.

The indeed unemployed spend time chatting to friends and acquaintances in the township, too often attracting police attention. This statement meant to measure the extent to which these unemployed people have a sense of time and if they plan their days with a sense of achievement of one thing or the other. This question aimed to find out how the respondents perceived their relationship with time and/or the extent to which they were motivated to achieve. Figure 5.15 below is the responses to this statement. The table below presents the opinions of the respondents

Figure 5.15 Focus on important things, no time to “coffee sit”



Source: Own construction

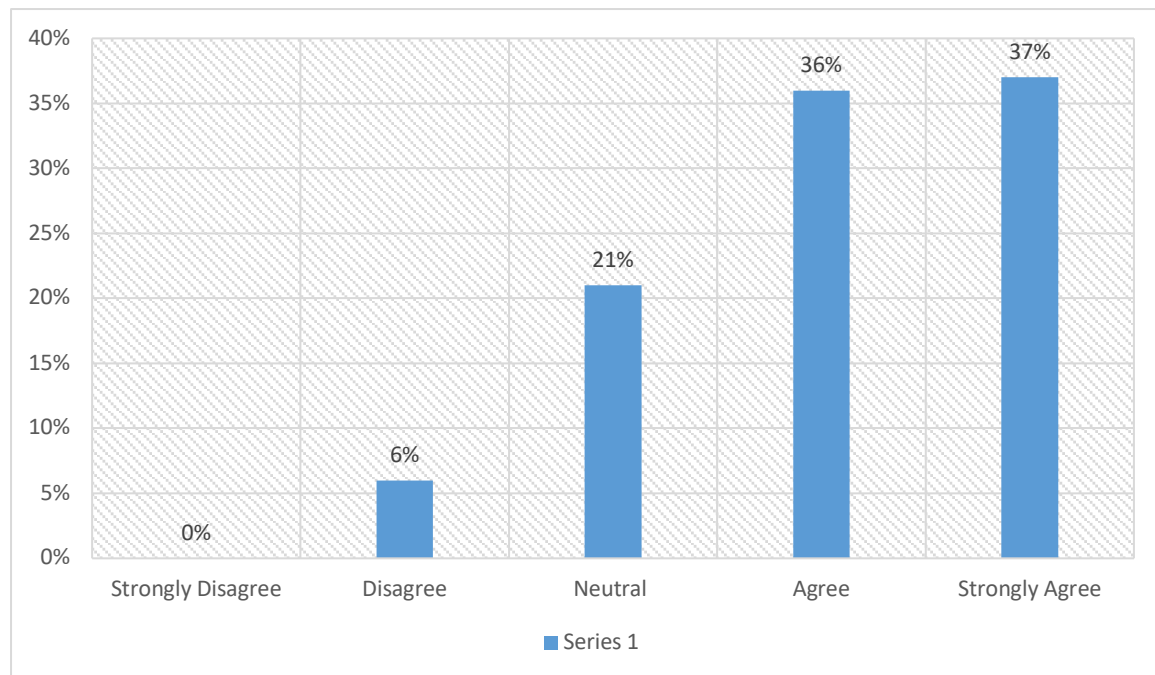
Neutral is at 20% suggesting that 1/5 of the respondents were not sure or did not want to say their view on this statement. The same value (percentage) of 20% (12% strongly disagreeing

and 8% disagreeing) or number equal to the neutral disagreed. The remainder of 40% (21% agreeing and 19% strongly agreeing) agreed with the statement, in accordance with research by Gallagher and Selman (2015:73-94) that time is a critical asset for anyone with an entrepreneurial mind. Molina, Velilla and Ortega (2016:57) concur and refer to time as an asset which should be managed to help the entrepreneur maximise their resources.

STATEMENT 10: The ability to identify business prospects creates the entrepreneur.

Identifying and evaluating good business prospects is rated as a critical trait for entrepreneurs (Al Mamun and Ekpe, 2016:193-202), and this might be the distinguishing difference between successful and unsuccessful business start-ups. The purpose of this statement was to evaluate how the respondent’s understood entrepreneurship and their ability to identify business prospects. The responses are illustrated in figure 5.3.2.5 below.

Figure 5.16 The ability to identify business prospects creates the entrepreneur



Source: Own construction

There was an overwhelming agreement totalling 73% (37% strongly agree with 36% agreeing) asserting that the ability to identify business prospects is important for effective entrepreneurship. Neutral is at 21% with 6% (6% disagree and 0% strongly disagreeing), clearly it can be generalized that the ability to identify prospects is a relevant tool for effective entrepreneurship. Karabulut (2016:12-21) posits that the ability of entrepreneurs to identify business prospects is responsible for the development of new ventures and technologies.

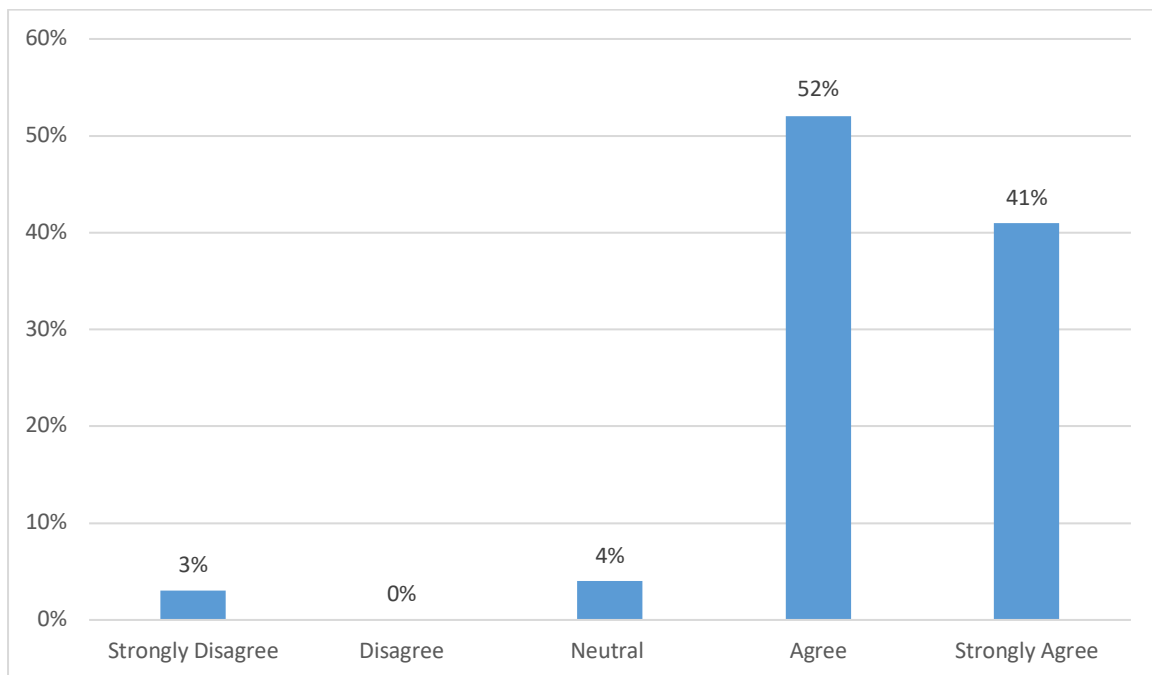
5.3.3 LEADERSHIP COMPETENCIES

These are demonstrable skills and characteristics that allow an individual to be able to perform better in the execution of their tasks given to them to implement (Chan, Fong, Luk and Ho, 2017:1-10). This is used in the context of efficiency and performance improvement, as an imperative for all leaders who want to be successful.

STATEMENT 11: Change is the norm we live in, and adapting is a critical survival skill.

The marketplace is changing fast, and this has been a strain for many organisations, the entry into the market by an entrepreneur will not stop the dynamism the world is experiencing. William and Vorley (2015:28-49) opine that entrepreneurship is a critical economic activity necessary for the development of the community within the rapid changes in the environment. This assertion was included to determine how the participants understood change and its significance. The Table below shows their responses.

Figure 5.17 Change is the norm and adapting is a critical survival skill



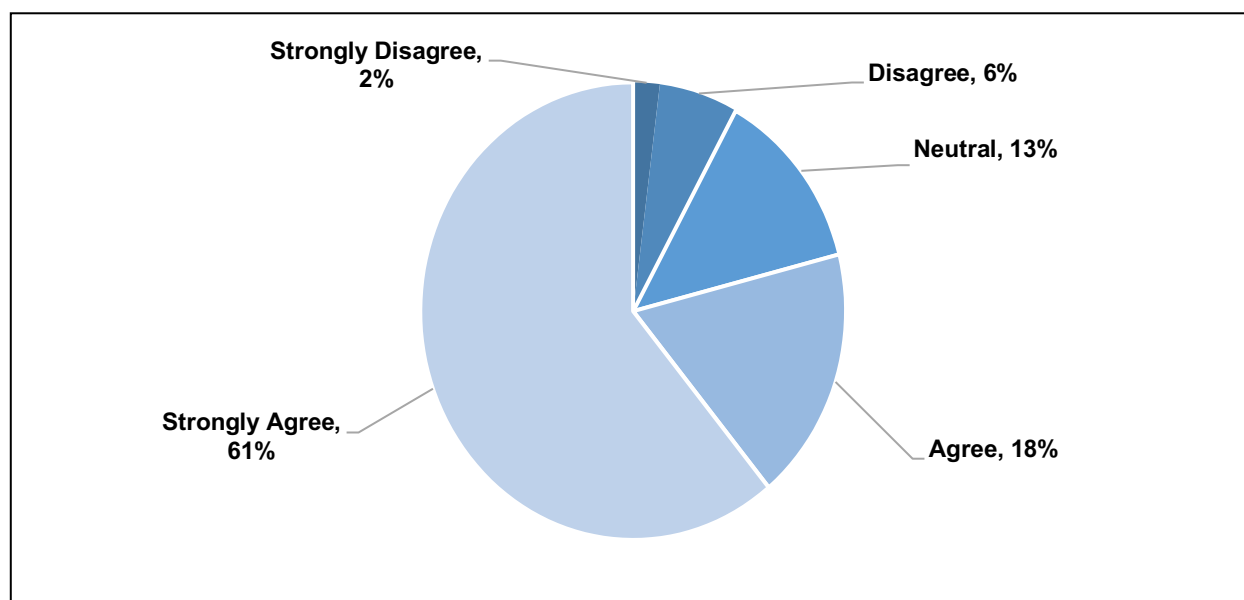
Source: Own construction

The overwhelming agreement at 93% (41% strongly agree and 52% agreed) thus suggesting that there is a recognition that the world is not static and an entrepreneur worth their salt must be adoptable. Balraj and Velmurugan (2017:447-456) are of the view that entrepreneurs need to have personality traits that should include, amongst others, self-control, ability to accept differences and a willingness to adjust to situations as a survival skill.

STATEMENT 12: I am prepared to learn because leaders are made, not born.

The willingness to learn is a critical aspect of good leadership and indeed entrepreneurship because the world is always changing. The attitude of an individual and their preparedness to listen may make them good learners, which is critical for good leadership (Rexhepi and Berisha, 2017:237-251) and that entrepreneurship is leadership. Learning can be extended to include formal and informal as well as exposure to situations that may assist in adding knowledge to the recipient. The statement was intended to measure the extent to which the respondents feel about learning and thus adoptability. Their responses are recorded in figure 5.18 below.

Figure 5.18 Preparedness to learn because leaders are made, not born



Source: Own construction

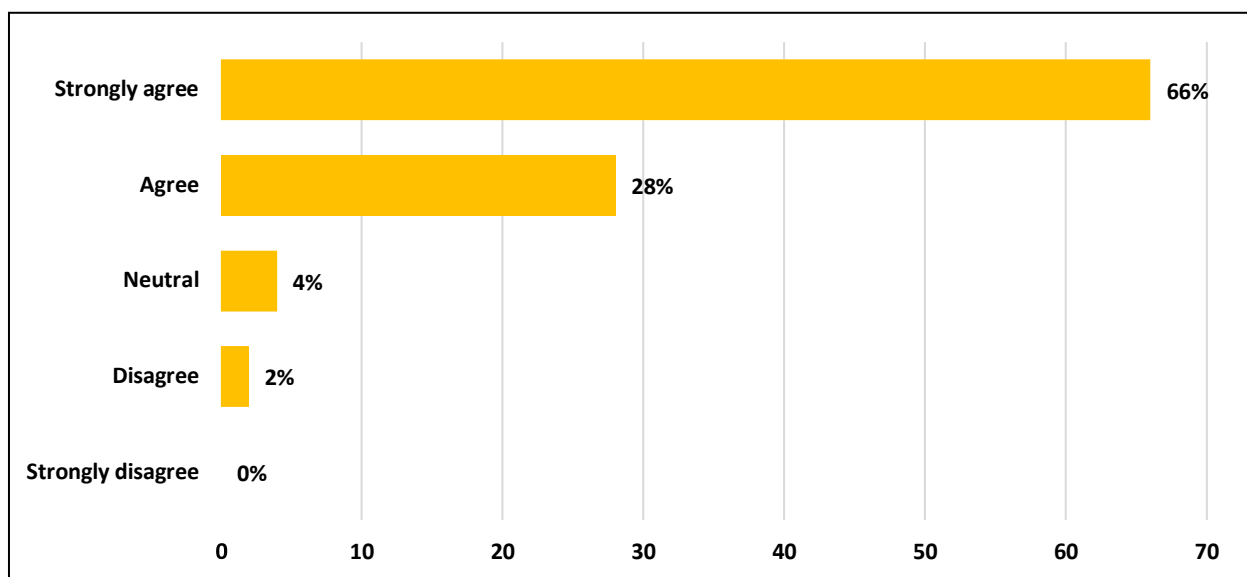
A leader is primarily one who has the power to influence other people to get tasks done and possible influence change of behaviour of the follower. (Eddleston, 2020: 178-188). The ability of a leader to attract followership is because they can create congruency between them (leaders) and the followers (Jowah, 2013: 112-114). A well informed or knowledgeable leader thus has expert power (ability to influence) which attracts the followers. An overwhelming 79% (61% strongly agree and 18% agree) indicated their preparedness to learn, allowing a generalization that most of these youth are prepared to learn or to be taught. Only 8% in total disagreed with 13% indifferent to the statement.

STATEMENT 13: Good leadership calls for the ability to find solutions to situations.

Another definition of a leader is that a leader is an individual who provides direction to followers engaged in the achievement of common goals or objectives. (Eddleston, 2020: 199-201).

There should be a common understanding of what should be achieved, it is a given that there may be problems and or issues that will need attention or management. The leader therefore has knowledge, skills, or competencies in their capacity as leader or may be able to mobilize resources to attend to the issues or problems at hand. (Kelly and Nicholson, 2021: 171-274). The ability to lead would depend on the ability of the individual leader to have the requisite power (ability to influence) and provide direction. Critical to this would be the ability to solve problems and provide appropriate solutions to untenable circumstances, this attracts followership. (Bufalino, 2018: 55-60). The respondents had this to say as illustrated in figure 5.19 below.

Figure 5.19 Good leadership calls for the ability to find solutions to situations.



Source: Own Construction

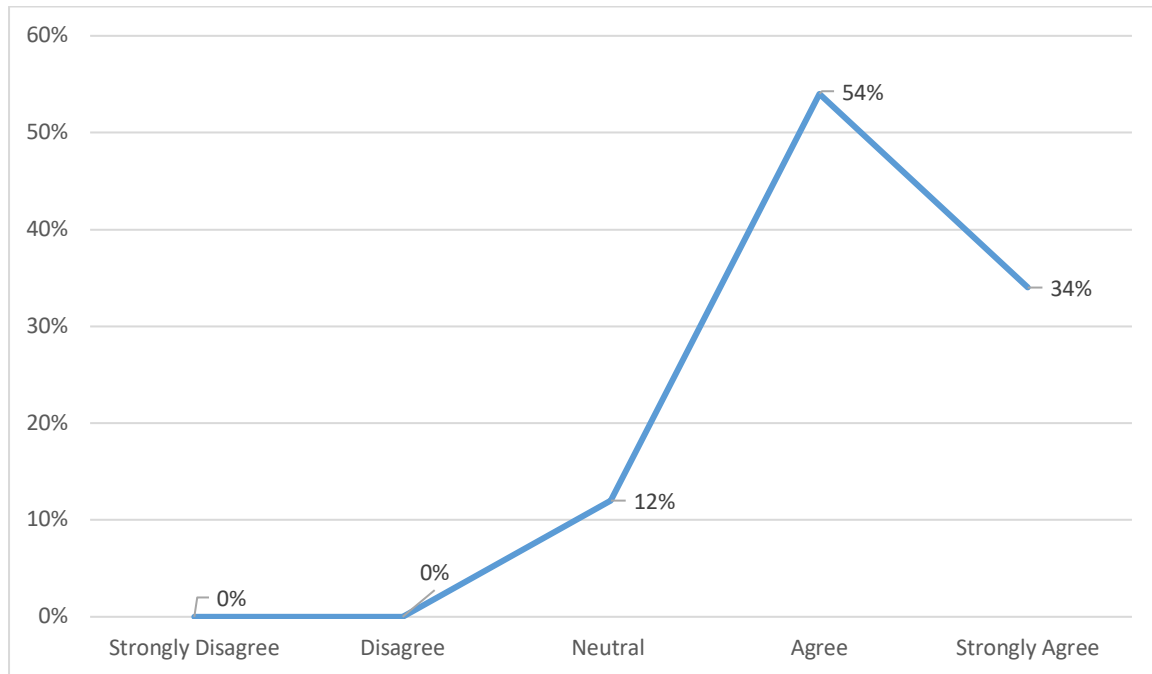
The neutral is at their lowest at 4% with those disagreeing totalling 2%, the rest agree with the statement (66% strongly agree with 28% agreeing). Jowah (2013: 111-112) posits that the purpose of a leader in a group is to provide direction, which includes providing answers to difficult situations. The ability to provide answers should be embedded in the knowledge (expert power) of the leader. (Mustapha, 2018: 244-252.)

STATEMENT 14: Leadership is collaborative, and an entrepreneur knows how to adjust.

There are as many definitions of leader and or leadership as there are people defining these words, but one thing in common is that leaders have followers. (Howard, Roch and Schorpp, 2017: 142-169). Collaboration is the process of getting different people together to work towards a common or agreed upon goal. (Bufalino, 2018: 55-60). This is essentially what entrepreneurs and leaders are expected to do. The statement intended to assess the

respondents' perceptions about the operational functions of an entrepreneur. The respondents expressed their views in the illustration below (figure 5.20)

Figure 5.20 Leadership is collaborative, and an entrepreneur knows how to adjust.



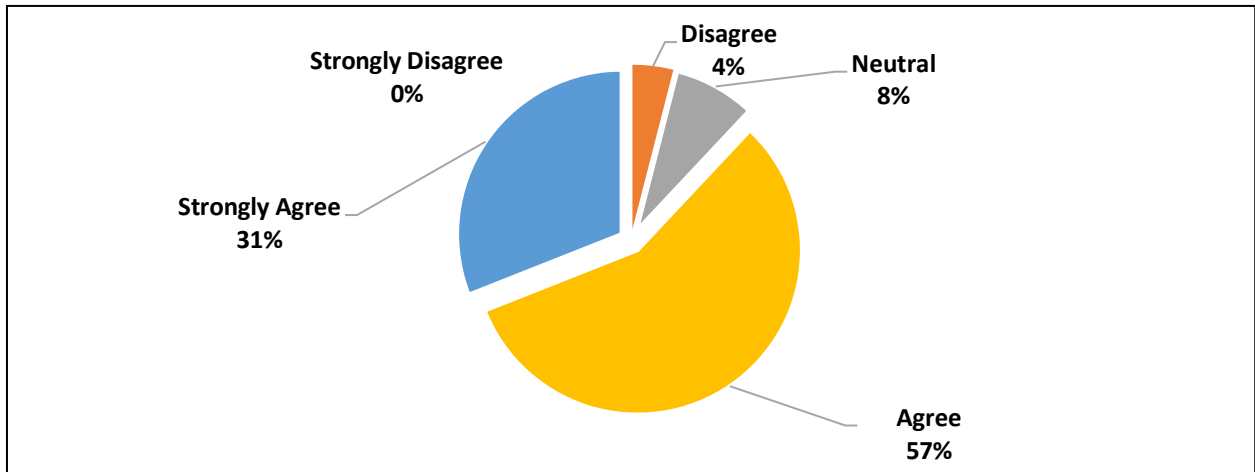
Source: Own Construction

Interestingly, for the first time there is no one disagreeing (strongly or otherwise) giving a 0% score, neutral recorded 12%. As many as 88% of the respondents (54% agreed and 34% strongly agreed) supported the assertion that leadership is a collaborative undertaking. Collaboration implies the ability to bring together people who may be of diverse backgrounds and make them work together to achieve a set goal (Bufalino, 2018: 55-57).

STATEMENT 15: Diversity is something to which we need to adjust in order to excel in life

A critical competency of leadership is channelling the minds and goals of people coming from diverse settings into burying their differences and focusing on the target at hand. (Jin, Lee and Lee, 2017: 303-319) Locating the central point in a diverse group may be a difficult task to perform, the competency to mobilize people around the central theme and ignore differences is a prerequisite for entrepreneurship. The views of the respondents are expressed diagrammatically in figure 5.21

Figure: 5.21 Respondents' views about diversity



Source: Own construction

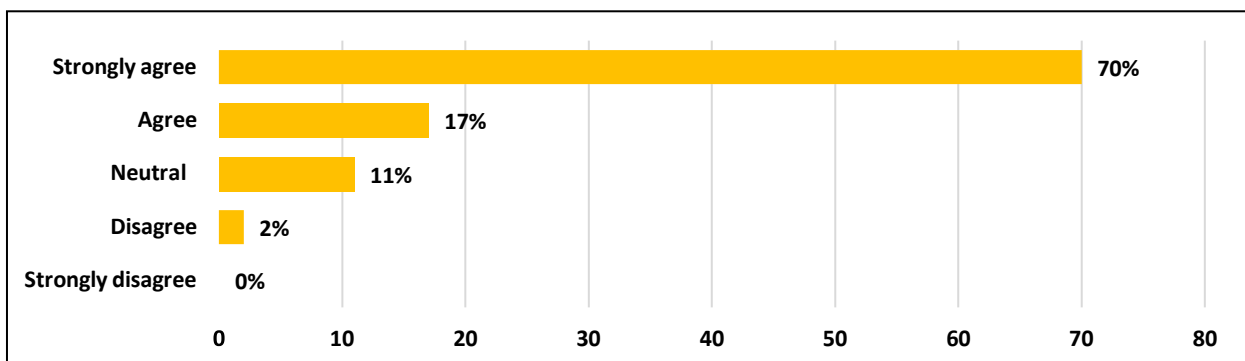
Only 4% of the respondents in total disagreed with the statement, with neutral scoring 8% leaving 88% to concur with the assertion. Those agreeing scored 57% and those strongly agreeing at 31% (giving a total of 88%), allowing a generalization that the respondents acknowledge the importance of diversity.

5.3.4. CONVICTION ABOUT YOUR OWN UNDERTAKINGS

STATEMENT 16: Winners never quit, and quitters never win – I commit to my decisions (START HERE WITH SOURCES)

Too often many people have started on a journey and only get discouraged along the way and lose hope and withdraw, that is not generally the attitude of an entrepreneur. Nwankwo et al., (2013:87-95) posits that a leader (entrepreneur) does not retreat because of difficulties on the way, rather they re-examine their plan and see where they had not anticipated risks. In the execution plan of an organized entrepreneur or leader are risk management plans intended to mitigate any likely risks. All possible risks can be worked out in a plan from the beginning and thereby reduce the likelihood of withdrawal once the process is started.

Figure 5.22 Respondents' perception about quitting operations



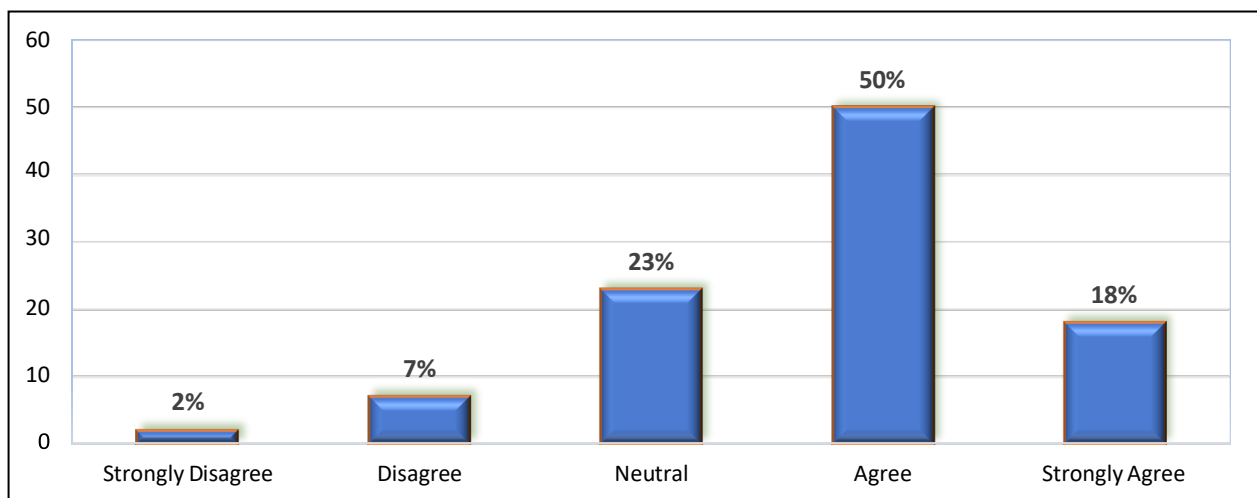
Source: Own construction

A critical element or competency of entrepreneurship is the willingness to endure the difficulties associated with the starting up of a business operation. (Chowdhury 2017:10-15). A total of 87% of the respondents agreed that once they are committed to an undertaking, they are prepared to weather it to the end (70% strongly agreed and 17% agreed). Just 2% of the respondents disagreed with the statement, while 11% were neutral.

STATEMENT 17: Too often one does not want to keep on if the tasks are pressing hard.

According to Chimucheka (2014: 405-420), Not all business start-ups succeed, and in fact it is estimated that only 20% of all business start-ups survive beyond 5 years from start-up. Part of the reasons provided for the failure is because entrepreneurs may find it difficult to persevere, specifically if it is necessity entrepreneurship, if the entrepreneur is offered an alternative income. One of the critical competencies of entrepreneurs is their ability to focus and endure uncertainty in the endeavours. (Gwija et al., 2014:10). A positive response to this assertion would be a measure of the caliber of the prospective entrepreneur as demonstrated in the responses in figure 5.23.

Figure: 5.23 Respondents' view of pressing on when times are hard



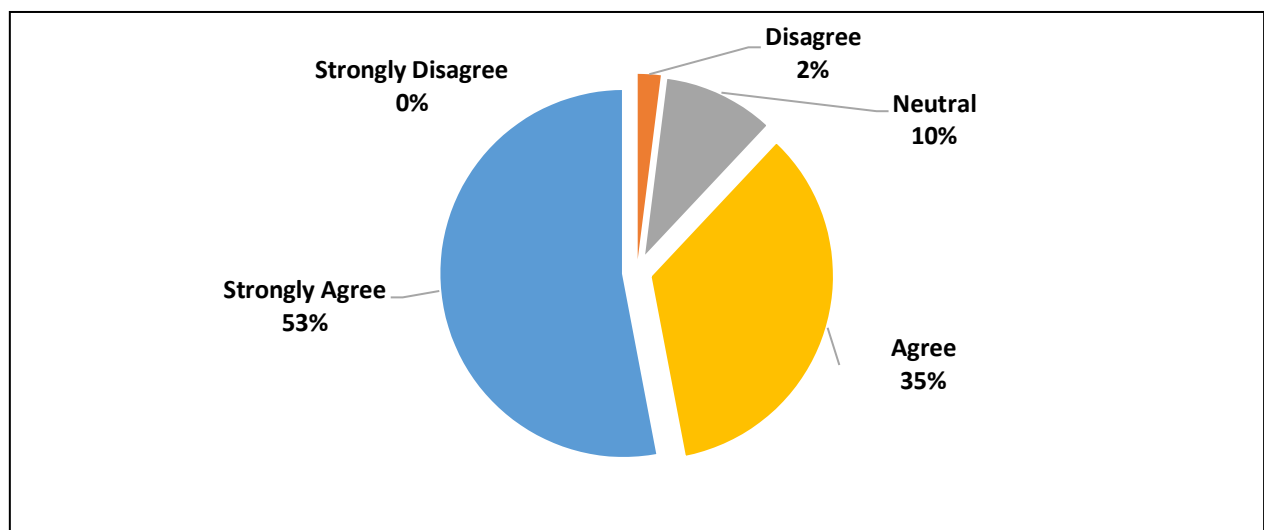
Source: Own construction

There is a marked interest in those that are ambivalent about this at 23%, those disagreeing in total 9% (2% strongly disagreeing and 7% disagreeing). The overall decline in the resilience with 68% (50% agreeing and 18 strongly agreeing) appears to contradict the previous scores. Entrepreneurship is characterized by the ability to keep pushing and not quitting (SOURCE), but the respondents here would opt to quit.

STATEMENT 18: I am curious and daring always. I always take risks to start new things.

One critical element of leaders is the preparedness to venture into hitherto unknown activities, the willingness to change and try new things. Unlike managers, leaders are prepared to take risks so they can venture into the unknown, which itself is an entrepreneur feature because they don't like following tradition. Entrepreneurs are characterized by inventing new ways and are responsible for most of the technological changes we experience in the world today. The statement sought to measure the extent to which the respondents would be prepared to emulate that entrepreneurial characteristic (Cieřlik, 2014:111-130). The respondents' views were expressed as illustrated in figure 5.24 below.

Figure: 5.24 Respondents self-perception of willingness to take risks.



Source: Own construction

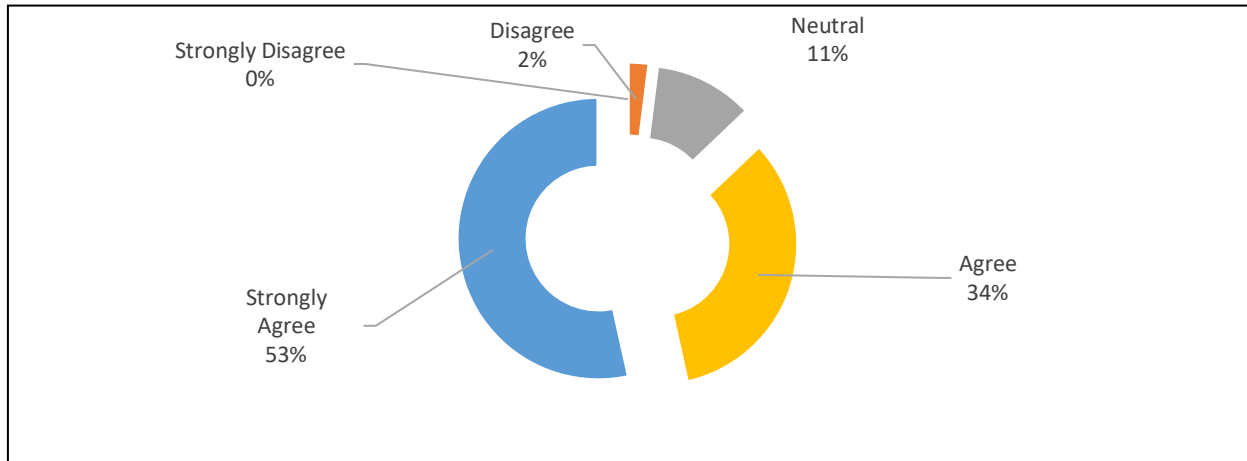
A significant 88% of the respondents confirmed or complied with the assertion (53% strongly agreed and 35% agreed) with only 2% disagreeing and 10% ambivalent. This can be used to generalize that the large part of the respondents accepts that for them to make a difference in their lives, they should be taking risks. This agrees with the expected competencies and personality traits of effective leaders and entrepreneurs (Rogerson, 2014: 204-215).

STATEMENT 19: I enjoy identifying tasks that I work on with a visionary team.

This speaks more to opportunity entrepreneurship than it does to necessity entrepreneurship as this identifies opportunities as a reason to start up a business. Identification of opportunities speaks to innovativeness which is another personality trait of successful entrepreneurs and leaders alike. The respondents' views are expressed in the illustration in figure 5.25 below. Visionary leaders are known to attract and develop the necessary synergy for positively, high

performing teams. The statement was aimed at determining respondents' willingness to identify tasks and become active in a team set-up.

Figure: 5.25 Respondents' attitude towards identification and tasks.



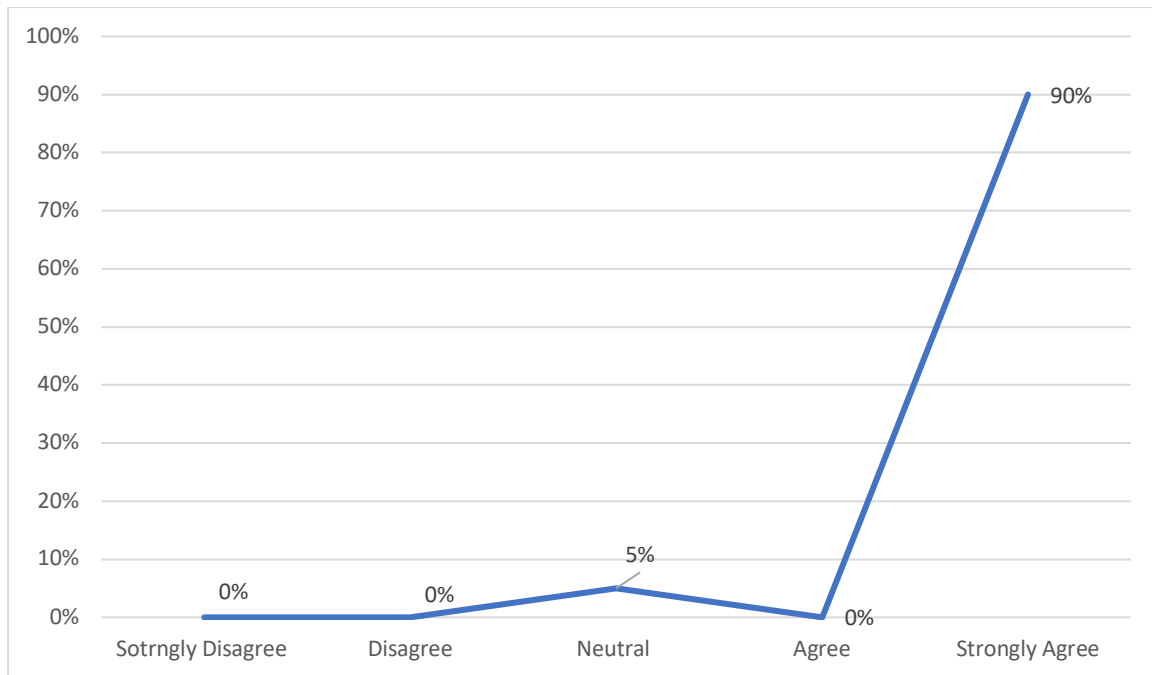
Source: Own Construction

The graphical presentation above shows that only 2% of the participants disagreed with the statement with 87% (53% strongly agreeing and 34% agreeing) agreeing with the statement. The ability to identify appropriate tasks to meet the set objectives is a sign of an organized and purposeful entrepreneur Nieman and Nieuwenhuizen, (2014: 133-150). The ambivalent are low at 11%, it is not clear why they did not express an opinion on this matter.

STATEMENT 20: Training is a critical element in the development of any leader.

Good and successful leaders and entrepreneurs are characterized by their willingness to learn. (Decker, Haltiwanger, Jarmin and Miranda, 2014:8-30). Stemming from the ability to listen. The statement was included to ascertain the respondents' appreciation of training in the process of developing leadership skills. Good learners need to be good listeners and should be able to have high levels of listening skills from which they will learn

Figure 5.26 Respondents' beliefs about training in entrepreneurship



Source: own construction

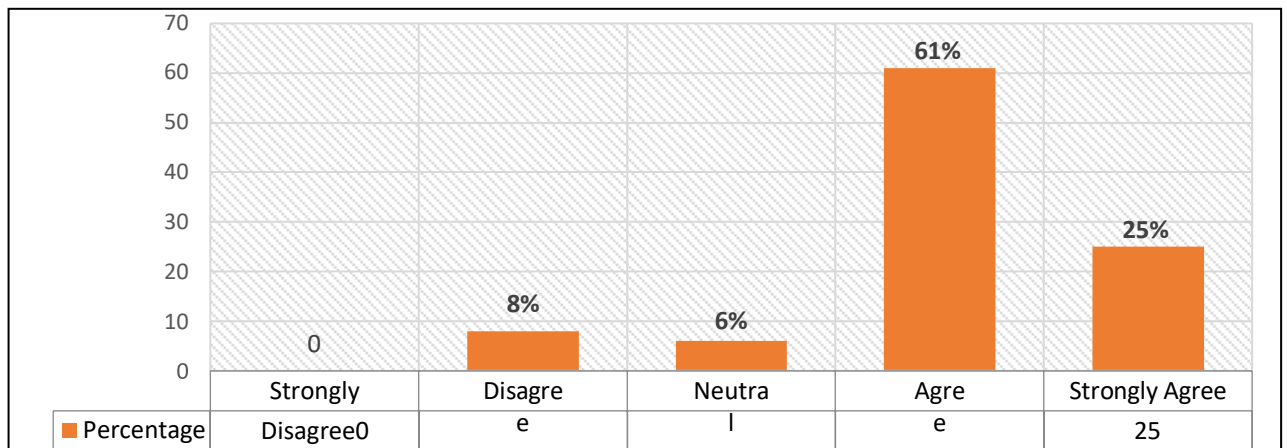
With those disagreeing totalling 0% and neutral at 5%, a total of 95% share the view that training is critical for their development as entrepreneurs. The critical part is the acceptance that there is need for extra knowledge which is the personality trait that allows for which is critical to the position of an effective leader. The willingness of the respondents to subject themselves to training is encouraging as that works positively towards important traits for any entrepreneur to be. The more an entrepreneur is prepared to be trained the higher the likelihood that the entrepreneur will keep current with the changes (Andrejczuk and Jałukowicz, 2015:150-170).

5.3.5. BARRIERS TO ENTREPRENEURSHIP

STATEMENT 21: Funding is a critical barrier to my desire to become an entrepreneur

Starting a business involves many other issues that need to be overcome, and funding is another critical entry barrier in the starting of businesses for most people (Lorde et al., 2015:1170). Meyer (2014:160-172) argues that some of the entry barriers may include among other things the inability to identify an opportunity or opportunities that are viable for business purposes. The statement sought to discover the impact of funding on the participants' ambition of becoming an entrepreneur, the researcher sought the perceptions of participants on the difficulty of obtaining funding.

Figure: 5.26 Respondents' perception about funding for business start-ups



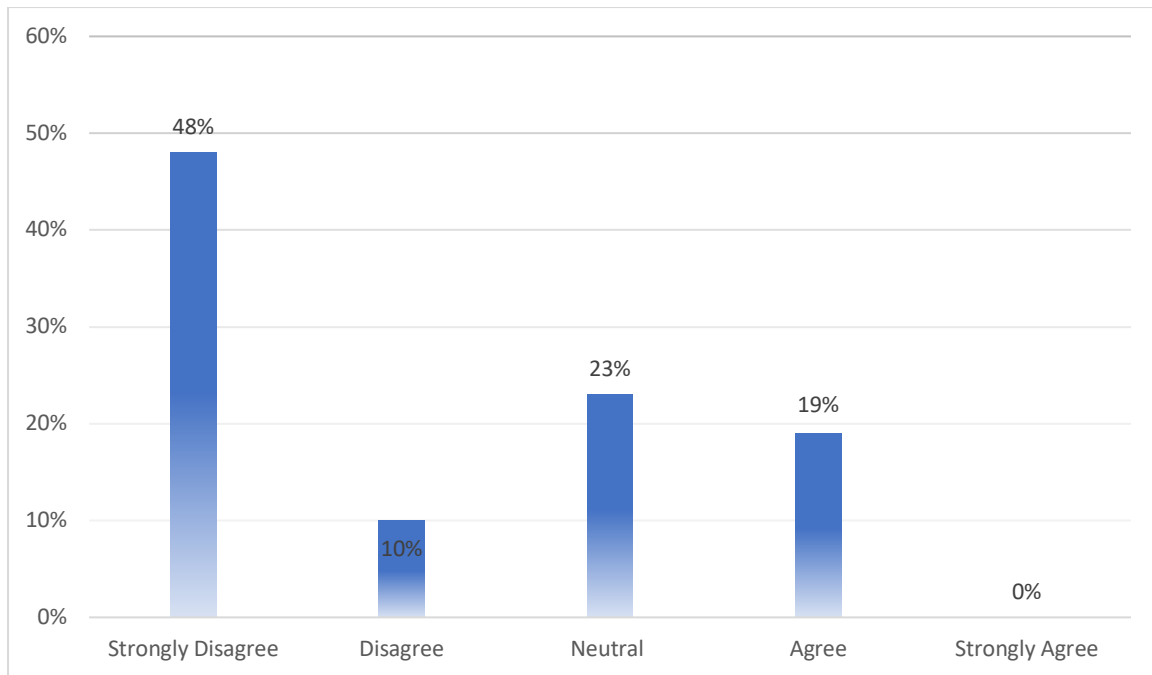
Source: Own construction

The South African government has business start-up funding for youth and for women which has never been fully utilized year by year. The funding houses continue to return money to the fiscus; thus, it was important to understand the perception of the entrepreneurial hopefuls in relation to the difficulties they face in starting businesses. The responses were not expected, because 86% of the respondents were of the view that funding played an important role in their ambitions to become entrepreneurs (61% agreed and only 25% strongly agreed) with the statement.

STATEMENT 22: There are no chances for one to get the necessary skills training

Research has shown that skills training is critical for effective entrepreneurship, be it technical skills or soft skills, skills are a necessity. The statement meant to evaluate the situation as understood by the respondents in response to the need for the requisite skills they needed to use to be entrepreneurs. It is important that the entrepreneur continues with skills training to update them on the latest techniques and competencies relevant to their success (Mongale and Monkwe, 2015:271-276).

Figure: 5.27 Respondents' perception about availability of skills training.



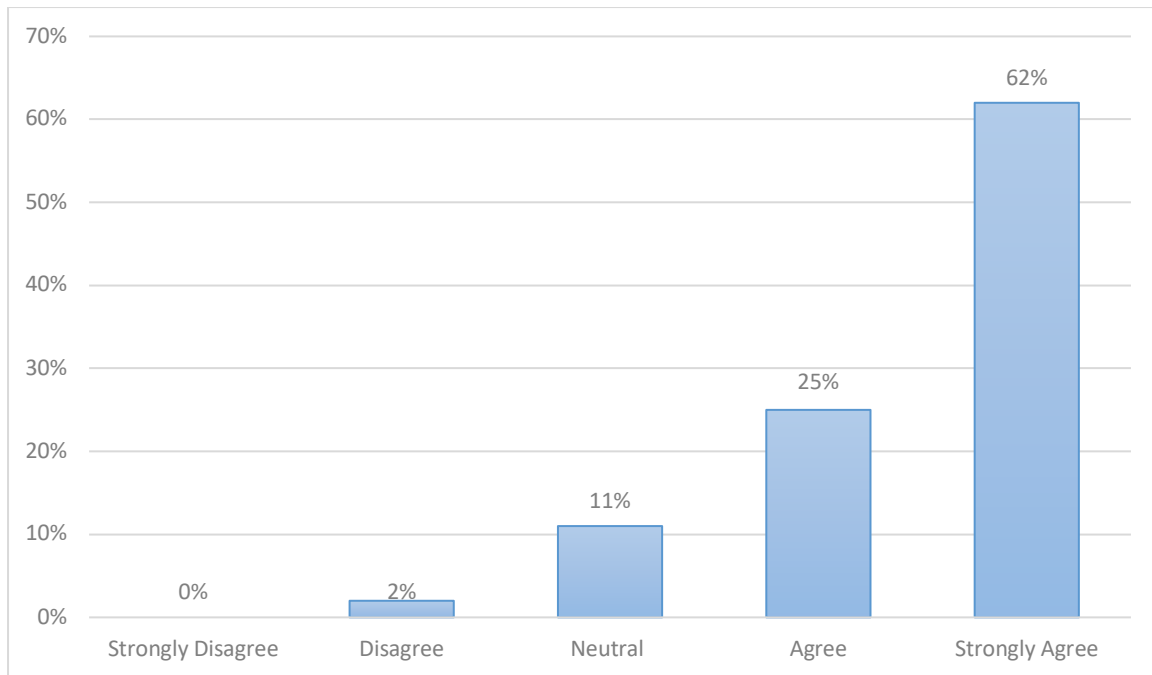
Source: Own construction

The assertion was in the negative presupposing that there were no skills training facilities which may be a reason for people not getting into business start-ups. Whilst neutral was a 23% high, just over 1/5 of the respondents who decide to be indifferent, 19% in total agreed that there are no skills training opportunities. A total of 58% (10% strongly disagreeing and 48% disagreeing) disagreed with the statement suggesting that they opine that there are provisions for skills training.

STATEMENT 23: No one is born with all the knowledge needed and I need mentorship.

A mentor's influence, counsel, or direction is referred to as mentorship. A mentor is a person who instructs or advises a less experienced and frequently younger individual. (Ayankoya, 2016:10-15). Mentorship is defined as the guidance of an individual on the other by way of influencing and directing the behaviour of one, generally on the less experienced in a particular skill (Dawson 2014:140). This in the main enables the mentee to learn in stages how things can or should be done, suggesting the willingness of the mentee to acquire knowledge in a terrain or environment that is guided. Dawson (2014:142) sites sense of security and ability to gain confidence as one learns as an advantage for a mentee venturing into unknown territory.

Figure: 5.28 Respondents' views about mentorship



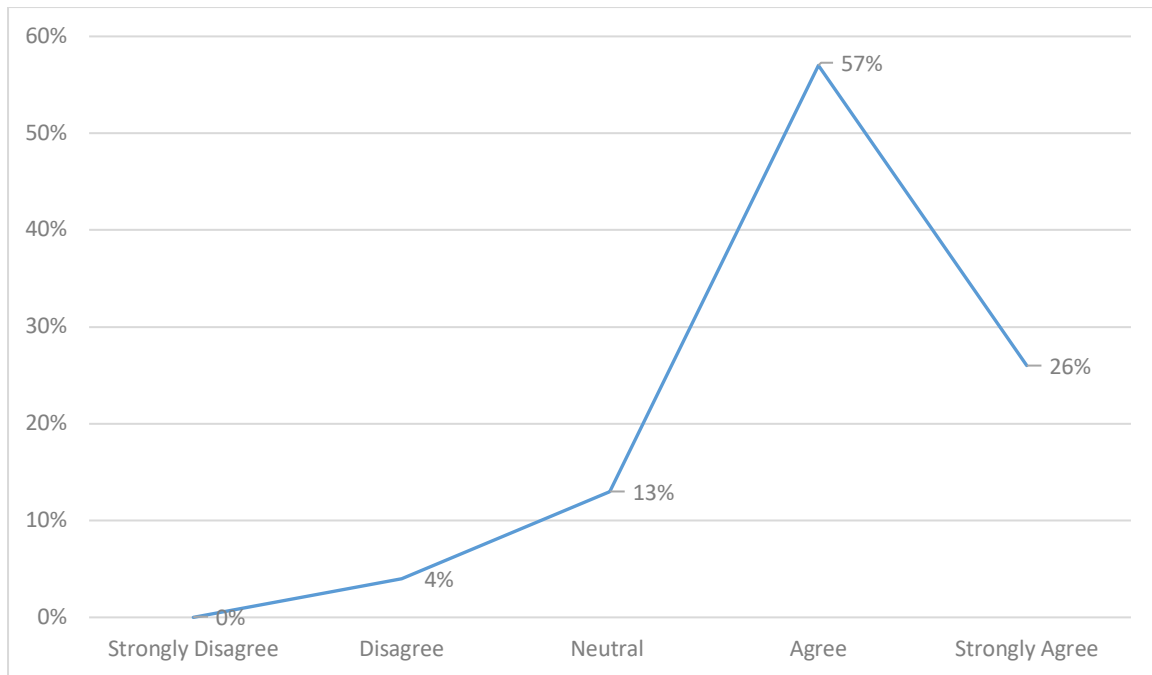
Source: Own construction

Strongly agree (62%) and agree (25%) totalling 87% accept that there is need for mentorship, suggesting willingness to learn from those with experience. Mentorship is believed to allow for a guaranteed business success considering the current business start-up failure rate at 80% failure within 5 years of starting the business. Neutral is at 11% with those disagreeing at 2% only.

STATEMENT 24: Getting partners to assist in the mobilisation of the funding needed

Though the government has put in place funding agencies, it would appear that the information never filters down to the prospective recipients. No reason yet is known by the researcher as to why the information does not get to the people for whom the fund is targeted hence, they look for help. The statement sought to understand the respondents' view about the assistance in accessing funding for their start-ups and the responses are recorded in the figure 5.29 below

Figure 5.29 Respondents' view on the role played in helping them access funds.



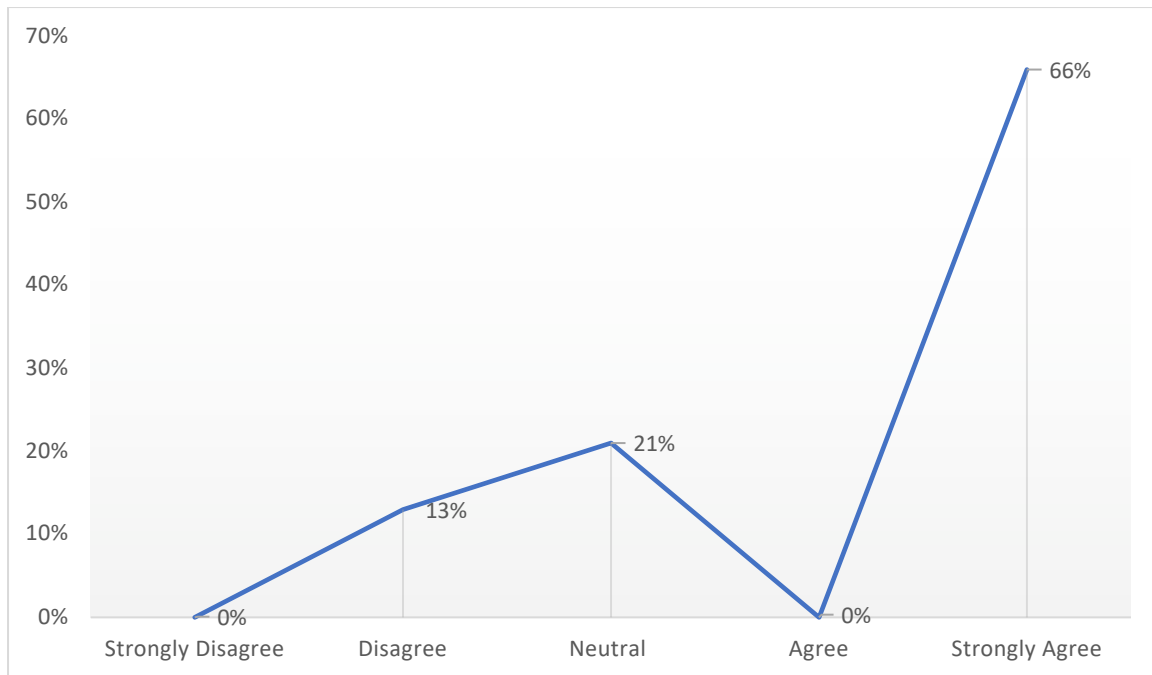
Source: Own construction

A total of 83% (57% agree and 26% strongly agree) are of the view that they need assistance or would do better with assistance or guidance in the procurement of business start-up funds. This may range from lack of experience to ignorance about what exactly the process entails, guidance from those who know will strengthen the entrepreneur's self-esteem. (Lorde et al., 2015: 1124). Neutral continues as a double digit (13%) with those in disagreement totalling 4%, this allows for a generalization.

STATEMENT 25: I have knowledge about which businesses are more viable than others.

Except where prior feasibility studies have been conducted, it may remain a good guess to assume that a business will be viable (Yu, 2013:17). Feasibility studies are necessary if anyone intends to start a business, this includes big businesses when the increase of their product range. This statement wanted to check on what the respondents thought about what businesses would be viable, and their responses are reported in figure 5.30 below.

Figure: 5.30 Respondents' view about viability of the businesses identified.



Source: Own construction:

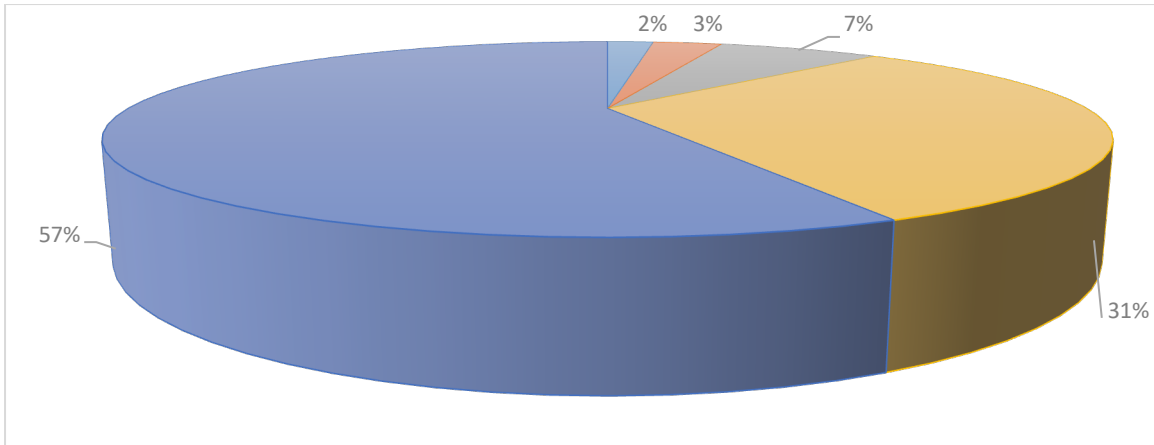
A clear understanding of the customers will enable an entrepreneur to know what to do, adjust or avoid enabling them to succeed in the new enterprise. The neutral has gone up to 21%, just over $\frac{1}{5}$ of the respondents, even though those disagreeing total 13%. It is somewhat encouraging to note that 66% of the respondents realized and noted positively the importance of understanding the viability of a product before starting the business.

5.3.6. INNOVATIVENESS

STATEMENT 26: I am not afraid to venture into new things with good success prospects.

The statement was meant to assess the respondents' willingness to undertake new ventures provided the chances of success were good and the level of uncertainty avoidance.

Figure 5.31 Respondents' levels of uncertainty avoidance.



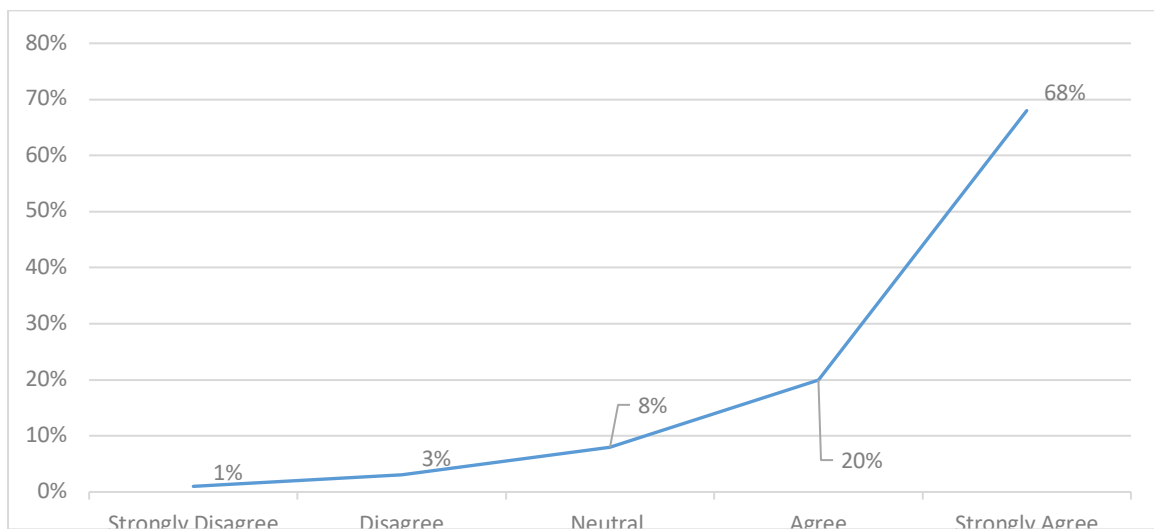
Source: Own Construction

Neutral has come down to 7% from the previous 21%, those disagreeing total 5% with those in agreement (31% agreed and 57% strongly agreed) totalled 88%.

STATEMENT 27: I change with the technology around us because it is the future

The statement was included to ascertain the participants willingness to respond positively to change, technological change in particular, the response is illustrated in figure 5.32 below

Figure 5.32 I change with the technology around us because it is the future



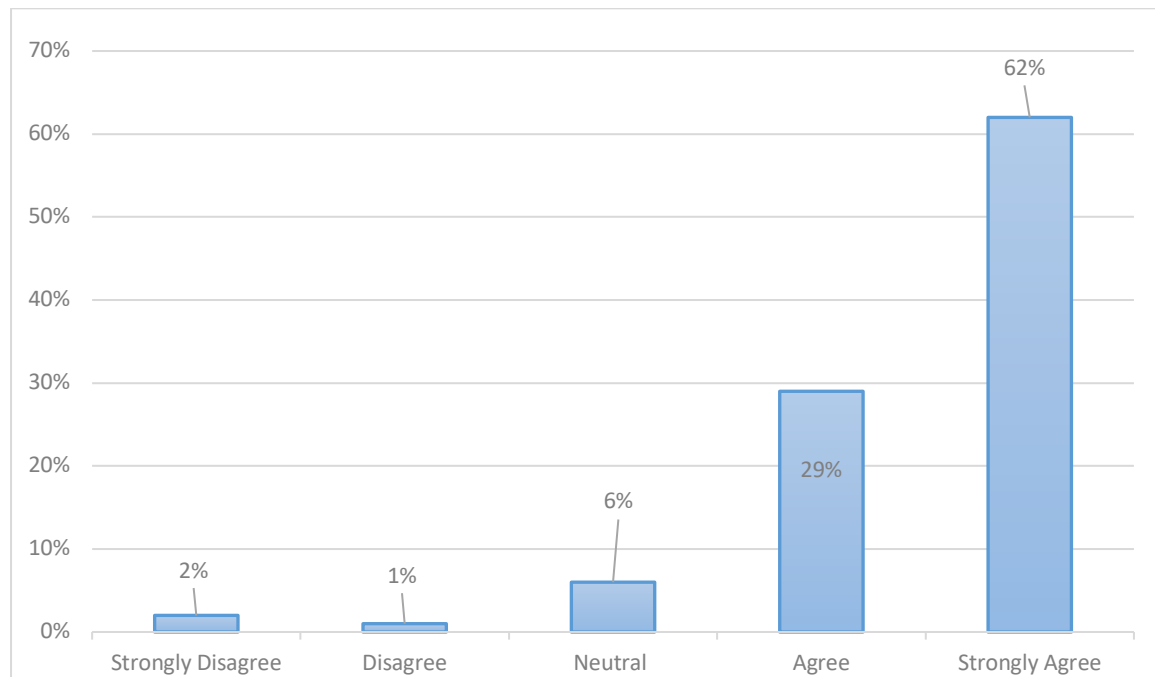
Source: Own Construction

An overwhelming majority of 88% of the respondents supported the statement (20% agreed and 68% strongly agreed) that indeed they changed as the technology around them changed. Only 4% of the respondents disagreed with the statement (1% strongly disagreed and 3% disagreed), and only 8% was indifferent.

STATEMENT 28: I thrive well where there is variety, and I am interested in new things.

The presence of variety may give joy to others and yet cause confusion with others, an entrepreneur generally prefers challenging situations (Carriker, 2018: 155-170). People who are restricted in their minds prefer staying in or keeping to tradition, which is what they familiar with, and may not be comfortable with changing environments. The statement was inserted to find out whether the respondents thought they thrived amid change and variety.

Figure 5.33 Orientation towards new things



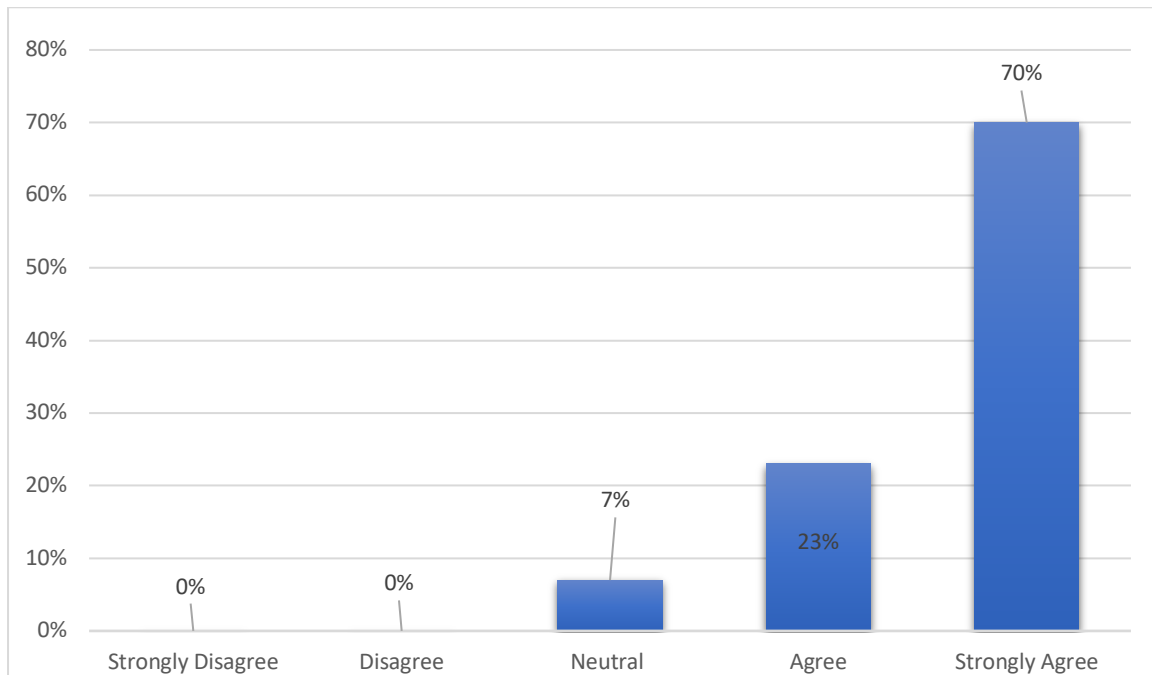
Source: Own construction

Those disagreeing scored a total of 4% (3 strongly disagreeing and 1% disagreeing) and this followed by only 9% being ambivalent, leaves an 87% (46%strongly agreeing and 41% agreeing) suggesting that the generality of the respondents prefer variety. This may bring another element to the study, that the people involved in this may easily be the millennial, judging on the willingness for variety. This fits in well with characteristics for entrepreneurs considering the desire to have “everything” if they can (Gwija et al., 2014:10).

STATEMENT 29: I am a quick learner and want to keep learning to be well empowered

Individuals have perceptions about themselves, and too often what people think about themselves informs how they behave. It is widely understood that learning is a process-driven journey that takes place on a continuous basis, the willingness to be learning continuously is a positive that is required for anyone who wants to “move forward and adjust” (Wu, 2016: 03). The respondents’ perceptions about themselves are illustrated in figure 5.34 below.

Figure: 5.34 Respondents' perceptions about their learning ability.



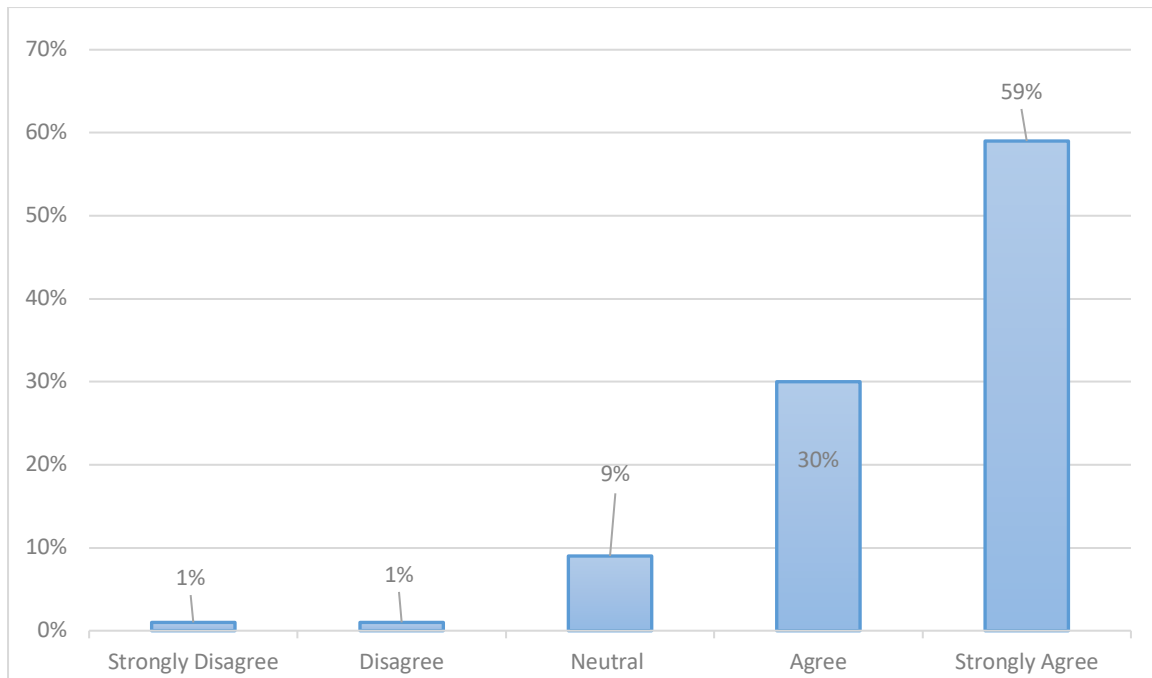
Source: Own construction

An impressive 93% of the respondents believe that they are fast learners (23% agreeing and 70% strongly agreeing) suggesting that they are teachable which is a strong positive for entrepreneurship. 7% remained neutral.

STATEMENT 30: I can adjust to any situation

Another statement meant to evaluate the respondents' perceptions about themselves, their ability to adjust to any situation, even though the situation was not specified. The respondents' scores are illustrated in the figure 5.35 below.

Figure 5.35 I can adjust to any situation



Source: Own Construction

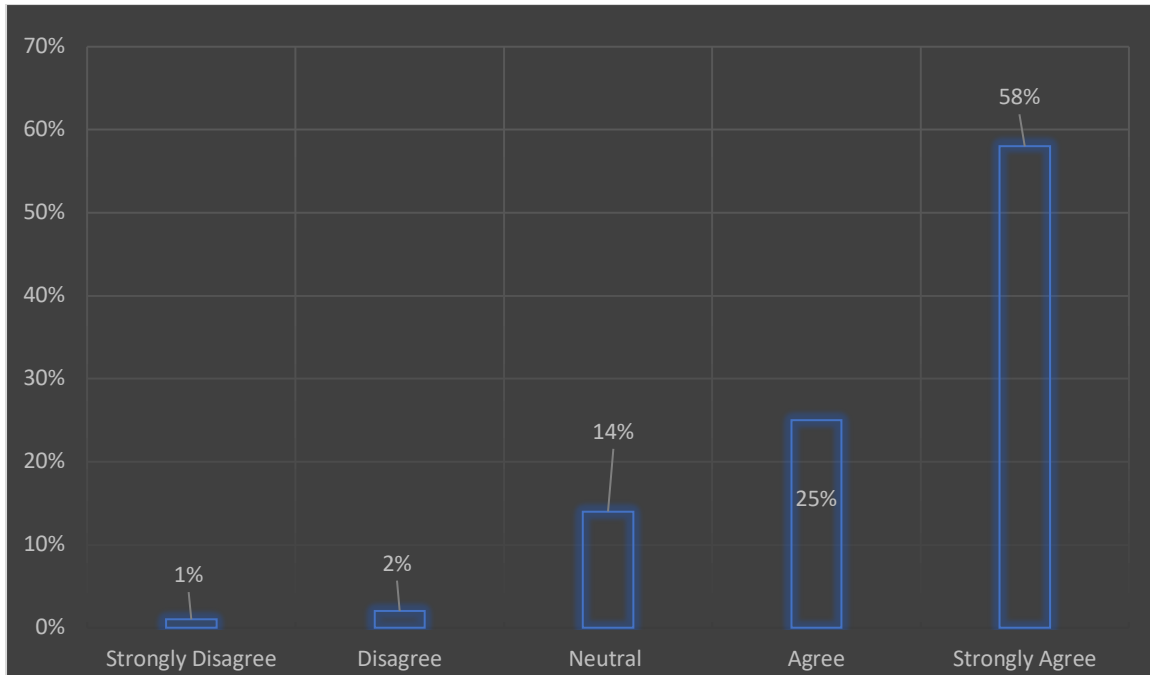
Only 2% of the respondents disagreed with the statement (1% strongly disagreeing and 1% disagreeing), while 9% of them were undecided on this issue. The majority of 89% of the respondents agreed with the statement (30% agreed and 59% strongly agreed). Previous experience of exposure may play a critical role on how one would perceive their circumstances.

5.3.7. RISK-TAKING ATTITUDE

STATEMENT 31: If you do not take risks, you will not succeed in this life

The statement was intended to assess the respondents' view of their ability to take risks. It is widely accepted that entrepreneurs are people who take calculated risks. The Table below depicts the findings.

Figure: 5.36 If you do not take risks, you will not succeed in this life



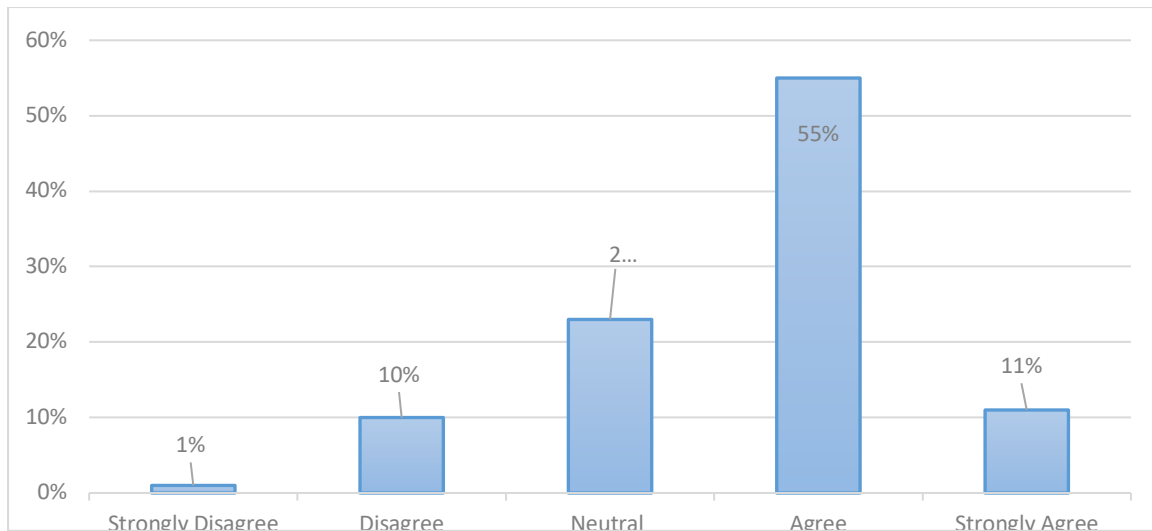
Source: Own construction:

According to the above findings, 3% of the participants disagreed with the statement (1% strongly disagreed and 2% disagreed). A majority of 83% of the respondents agreed that if you did not take risks, you would not succeed in this life (25% agreeing and 58% strongly agreeing). A further 14% of the respondents were neutral on this issue.

STATEMENT 32: I would rather take the risk of starting a business than be employed

This statement sought to assess the respondent’s perception of the risk of starting a business versus the security of employment. The researcher was interested in finding out how the participants would respond, given this choice. The findings are set out in the figure 5.37 below.

Figure 5.37 Attitude towards starting a business or looking for employment



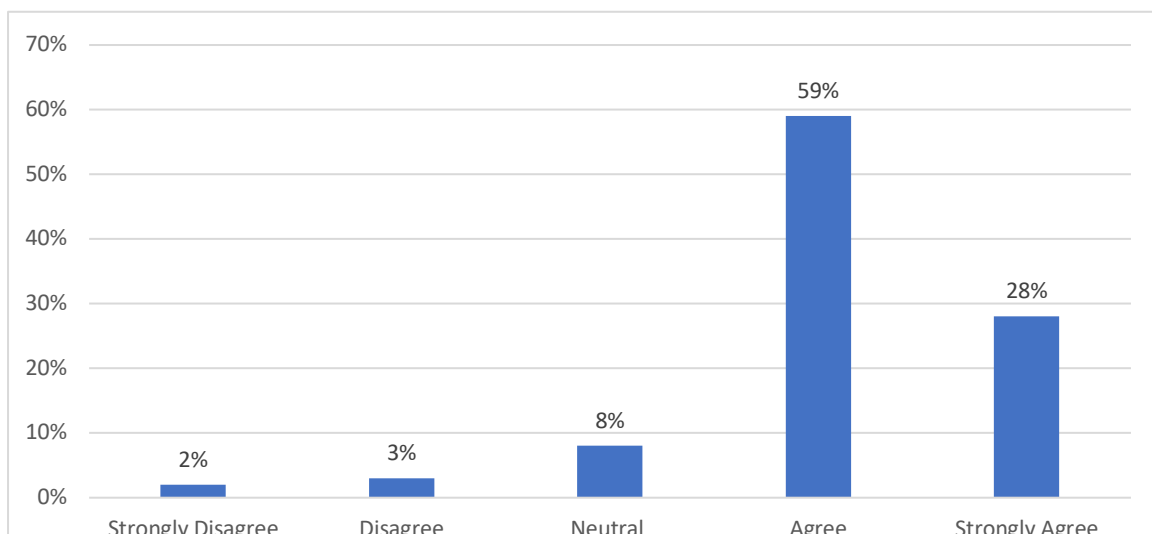
Source: Own Construction

It is apparent that our participants would rather take the risk of starting a business than be employed. Most of the participants agreed (55%) with the statement, though only 11% strongly agreed. On the other hand, eleven per cent of the respondents did not agree with the statement, with 1% strongly disagreeing. A significant proportion of the participants, 23%, was unable to commit either way.

STATEMENT 33: I don't mind failing; each time I fail I just learn how best to avoid it

It is widely understood that failing opens up space for learning, depending, of course, on how people perceive or respond to failure. The researcher wanted to ascertain the respondents' perceptions of failing. The Table below presents the findings

Figure: 5.38 Willingness to fail and learn.



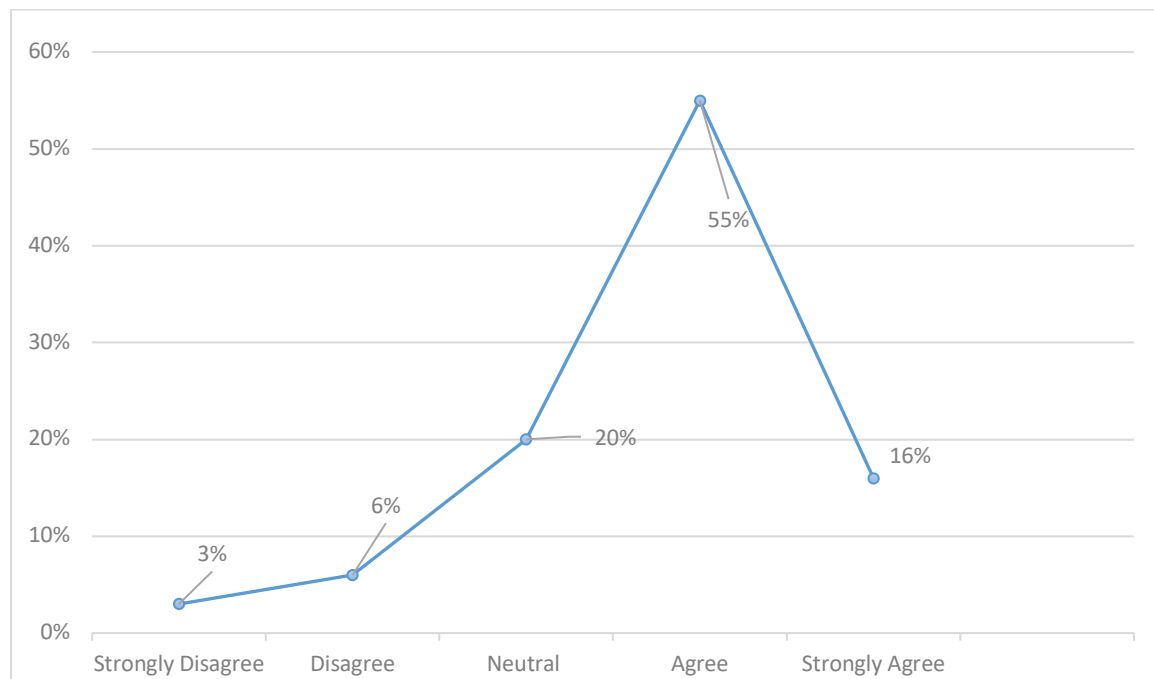
Source: Own construction

The findings indicate that the respondents believed they could take failure as it taught them how best to avoid it in the future. A majority of 87% of the participants agreed with the statement (59% agreed and 28% strongly agreed). Only 5% of the respondents had the opposite attitude towards the statement (2% strongly disagree and 3% disagree). Eight per cent of the respondents were neutral

STATEMENT 34: I never take senseless risks and always calculate them before acting

The statement sought to find out if our respondents were careful about risk-taking.

Figure: 5.39 Respondents perception on risk taking.



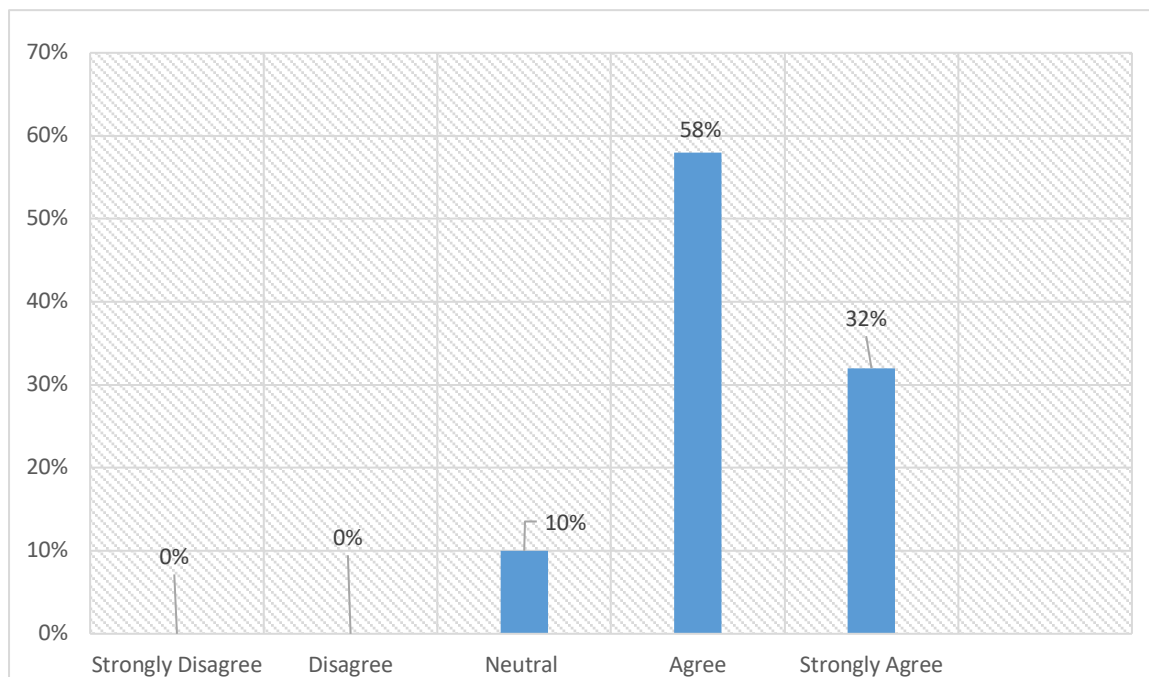
Source: Own Construction

The findings graphically presented above reflect evidence that the respondents did calculate risks before taking them. A total of 71% of the respondents agreed with the statement (55% agreeing and 16% strongly agreeing), while 9% of them disagreed with the statement, perhaps from the experience of having taken unfortunate risks (3% strongly disagreed and 6% disagreed). As much as 20% of the participants remained undecided.

STATEMENT 35: Good environmental analysis and mentorship reduce risk

to avoid severe challenges, proper environmental analysis is always a recommendation. As the saying goes, to achieve great things, one must be willing to ask those who have travelled the path and acquired the know-how. The statement aimed to ascertain the participants' rating of good environmental analysis as a risk mitigation strategy. The researcher also wanted to get an idea of how the respondents felt about having mentorship. The findings are presented in the figure 5.40 below.

Figure: 5.40 Good environmental analysis and mentorship reduce risk



Source: Own construction

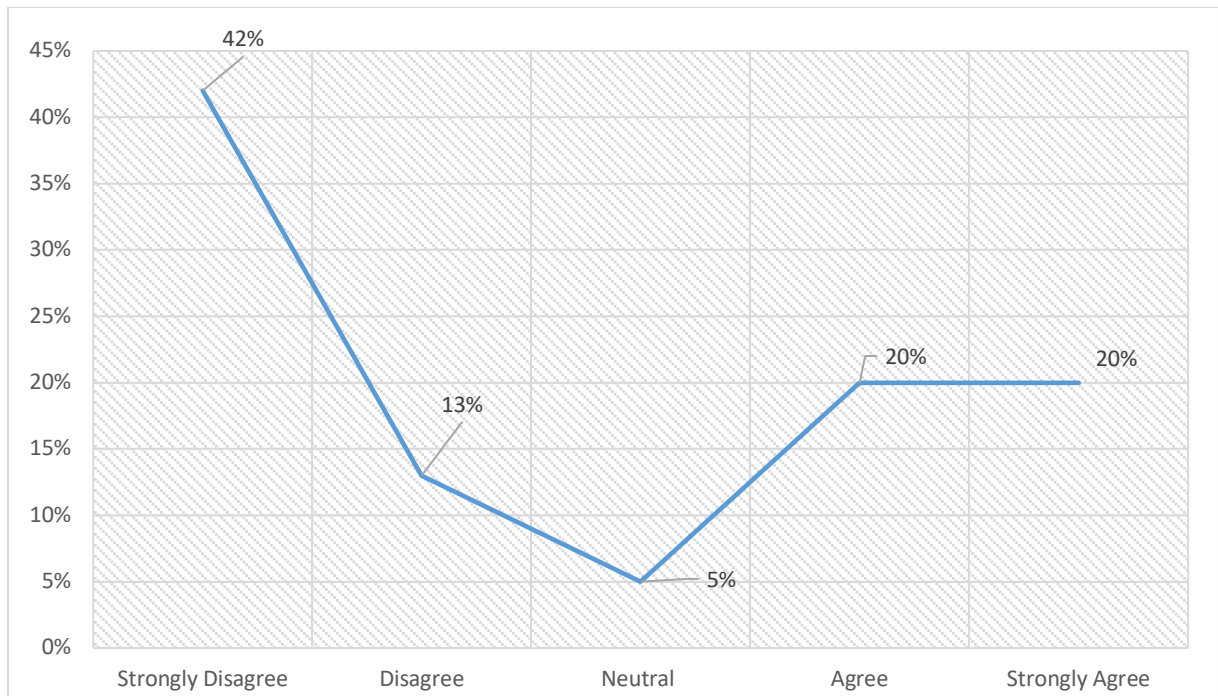
The above graphical presentation reflects some interesting findings. Ninety per cent of the respondents agreed with the statement (32% strongly agreeing and 58% agreeing). Another 10% were undecided, and – unusually – there were no respondents who disagreed with the statement.

5.3.8. NECESSARY SKILLS

STATEMENT 36: I do not have any technical skills that I could use to get employment

The statement was included to discover if the participants had any technical skills that would increase the chances of their employability. This statement was related to the researcher’s argument that the youth of Khayelitsha needs training. The Table below presents the findings.

Figure: 5.41 Technical skills that I could use to get employment.



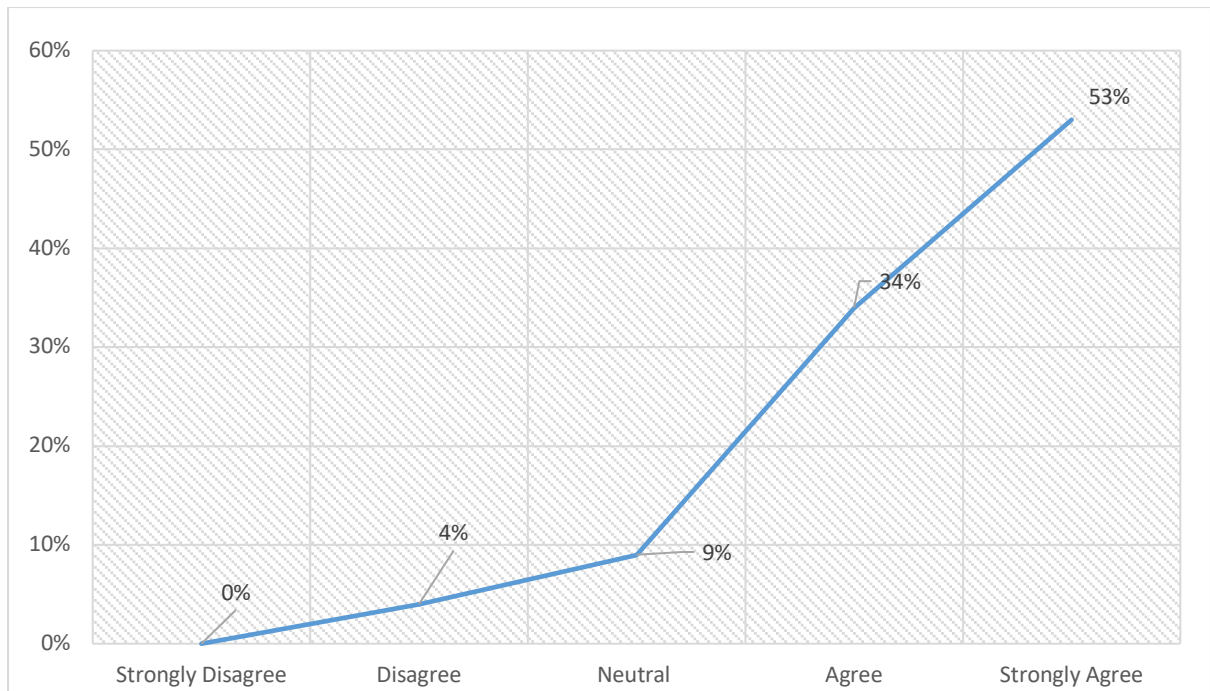
Source: Own construction

The findings displayed above revealed that 40% of the participants did not feel that they had technical skills they could use to get employment (20% agreed and 20% strongly agreed). Clearly, there is space for training and development for these respondents. Five per cent of the respondents were neutral. On the other hand, 55% of the respondents believed they had the technical skills to find employment (42% strongly disagreed and 13% disagreed with the statement).

STATEMENT 37: Technical skills can be important because I can create jobs for others

The statement was included to ascertain the extent to which the respondents understood the significance of technical skills and their impact on the creation of job opportunities for others. The Table below presents the findings.

Figure: 5.42 Technical Skills and creation of jobs for others.



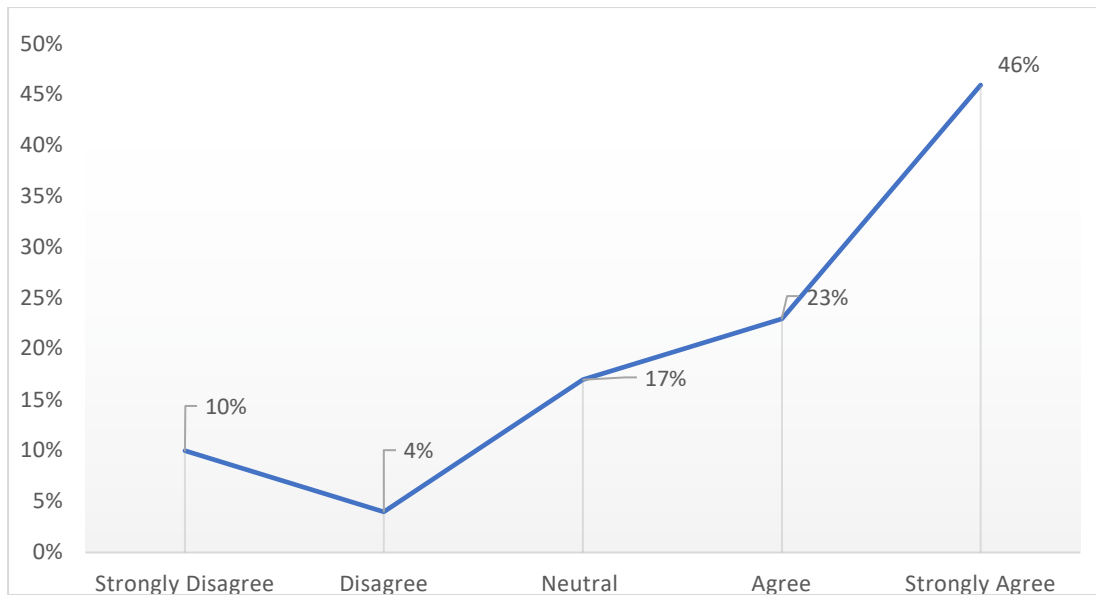
Source: Own construction

As depicted above, the findings show that the majority (87%) of the respondents agreed (34%) or strongly agreed (53%) with the statement. Only 4% of the respondents disagreed, and only 9% chose neutral as their answer

STATEMENT 38: All the skilled people I know are either employed or employ others

The statement aimed to discover the exposure of the participants to skilled people, and whether their skills served to find work or create work for others. The results are presented in the figure 5.43 below.

Figure: 5.43 All the skilled people I know are either employed or employ others



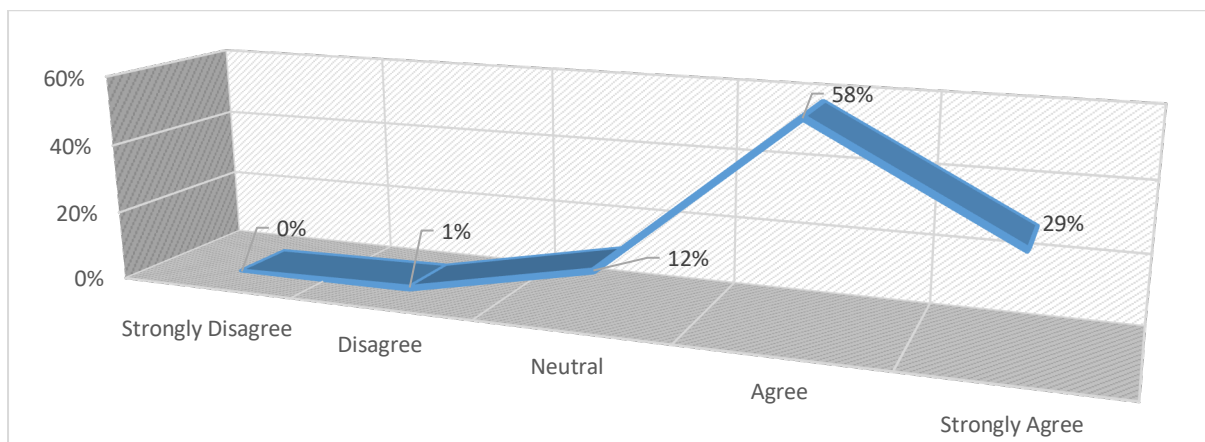
Source: own construction

As per the above findings, 69% of the respondents agreed or strongly agreed with the statement that all the skilled people they know were either employed or employ others (46% strongly agreed and 23% agreed). As many as 17% of the participants remained neutral, while 14% strongly disagreed (10% disagreed and 4% strongly disagreed).

STATEMENT 39: I am available to be trained to acquire a technical skill that will make me employable.

The statement sought to assess the availability of participants to be trained in a technical skill that will make them employable. The figure 5.44 below presents the findings.

Figure: 5.44 Availability to be trained to acquire a technical skill.



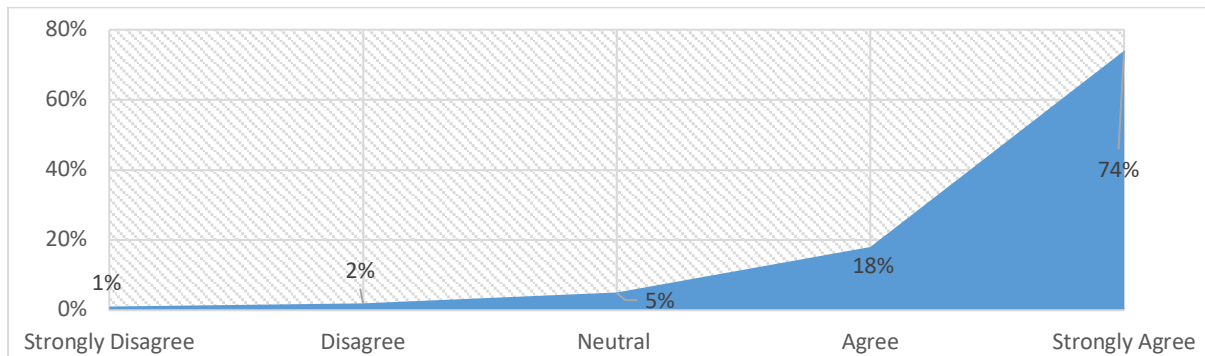
Source: Own construction

According to the findings displayed above, 87% of the participants are available to be trained to acquire technical skills that would result in their employability (58% agreed and 29% strongly agreed), while 12% were non-committal. Only 1% of the respondents were not available to be trained to acquire technical skills that would result in their employability.

STATEMENT 40: A skilled person is an asset to the community in which they live and develop

Skilled people play an important role in the development of their communities. The above statement was designed to discover the participants’ awareness of the role of skilled people and their impact on their community.

Figure 5.45 Perception about skills individuals and the community



Source: Own construction

According to the above findings, 92% of the respondents agreed with the statement (74% strongly agreeing and 18% agreeing), while 5% of the respondents remained neutral. Only 3% of the participants disagreed with the statement (1% strongly disagreed and 2% disagreed).

5.3 SECTION C – OPEN ENDED SECTION

This section was designed to allow for extending the discussion further with respondents who were believed to have more information to offer apart from what was asked in the data collection instrument. The responses were grouped according to similarity and reported in a descending order of frequency below each request. The section acknowledges that regardless of how thorough the planning was, some elements of the discussion might have been omitted when the questionnaire was prepared.

REQUEST 1: State 5 things you think should be done to make you a successful entrepreneur.

The researcher assumed that the prospective entrepreneur might have their own expectations as to what they need if they were to be successful in business. This could include the experience or what they have heard from peers and in other interactions, this is listed below.

1	Youth business funding companies should be more accessible and relevant to the context of the <i>unbankable</i>
2	Special dispensation for the funding of youth from poor backgrounds but have good business ideas
3	We need mentors who will assist us through the initial stages when one starts a business and is in the early stages
4	Consideration should be made that I do not have a property to give as a guarantee to get a business loan
5	Government should remove the too many restrictions that are making it difficult for people to operate a business.
6	We know little about business so there is a need for constant support to enable us to keep or stay motivated in the business
7	Training will go a long way to both motivate the entrepreneur to stay on and to provide knowledge to reduce business failure rate.

REQUEST 2: State 5 skills you need to be a successful individual.

The individual aspirants are presumed to have thought about getting into business for a while and hence their participation and membership in youth business forums.

The researcher wanted to ascertain what skills the respondents perceived as critical for them to effectively run their own business if they got started.

1	Ability to identify ideas that can be developed to feasible and profitable business opportunities to allow effective business operations
2	Ability to develop networks of likeminded people that will allow for effective support for with knowledge and potential customers
3	Ability to identify useful content during interaction with peers, customers, and possible mentors for effective business operation
4	Bookkeeping skills to enable effective business activities recording that will allow for management of risks in the business

5	Skills on the production of goods that are needed in the market to allow us to produce for our community and create jobs
6	Business plan writing to improve the chances of youth successfully submitting acceptable plans / proposal for funding
7	Provide me with tools that will keep me motivated even when things appear to be hard and unbearable

REQUEST 3; List below 5 critical things you think need to be done to change the status of youth in Khayelitsha.

As alluded to in the literature review, this township has the world's fifth largest informal settlement which makes it unique in the country. The researcher wanted to explore and understand the views of the respondents and what they think should be corrected going forward. This would also reflect on the strengths and weaknesses of the youth in that part of the city, the responses are grouped and listed below.

1	Provide skills training for the youth in specified fields to enable them to run their businesses successfully
2	Develop mentorship programmes for the youth to understudy existing business operations and understand how to operate
3	Provide us with buildings where we can start businesses because getting a place to work from is extremely difficult
4	Reduce entry barriers for beginners as we continuously meet obstacles in the process of wanting to start businesses
5	Government should make it easy for us to register our companies and remove a lot of red taps as it exists in the system
6	Provide technical skills centres for the youth to focus on basic skills needed in the community like construction, electricity, plumbing and related
7	Reduce the requirements used by the youth funds (NYDA and Msobomvu) on youth with ideas but not bankable.

REQUEST 4: State 5 critical mistakes that the government is making in their efforts to transform the youth of Khayelitsha.

For all purposes it is always easier for the observer to identified weaknesses or have imagined solutions to a problem. The respondents were allowed this opportunity to identify weaknesses in the way the government went about this.

1	The government does not conduct training for youth to motivate them into making plans to be businesspeople instead of employees
2	The government should prepare the youth and help with the establishing of business incubation structures
3	Government should allow / make funding for business more accessible to the unbankable youth who want to do business
4	Government should be more visible and advertise regularly to encourage the youth to form business cooperatives
5	The government should construct buildings to be rented out to entrepreneurs because getting a place to rent is a nightmare.
6	The government should assist in the procurement of equipment and machinery for production through the youth organisations for business

CHAPTER SUMMARY

The chapter provided details about the perceptions and attitudes of the respondents in relation to entrepreneurship. The needs, weaknesses, and strengths (if any) have been highlighted by the responses clearly pointing out to what should be done for the youth to turn things around. Bearing in mind that plus or minus 70% of new jobs creation in any economy come from new business start-ups, the government needs to focus on the youth. The general feeling is that the youth are available to be trained and changed to whatever may be growth in their lives, but that the government needs to be proactive.

The high levels of unemployment and poverty means that they may not be able to either finance their own business aspirations, nor do they have security against which they can borrow money from financial institutions. There is a need for developing structures that will allow the youth access to funding as well as assure and or guarantee that the money will be paid back. Reduction of red tap should be instituted to enable more youth to get funding, and the construction of business parks to provide buildings where the youth can start businesses. It would be preferred that the government should assist with lowering the entry barriers for people who want to start businesses and provide employment. Training should be the cornerstone for the effective development of the youth into entrepreneurs and the industry captains of tomorrow.

CHAPTER SIX:

RESEARCH FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

6.1 Introduction

This chapter summarises the results that were presented in the previous chapter. This is preceded by a summary and outline of the previous chapters. The study aimed to Identify structural imperatives for effectively creating an entrepreneurial environment in the Khayelitsha local government and community. Furthermore, the study seeks to Identify the levels of understanding on the importance of entrepreneurship to create employment, Identify the willingness of the community to participate in the development of a culture of entrepreneurship, establish what the community understand to be stumbling blocks from them getting involved in entrepreneurship, establish what the community's expectations were to enable them to have the required culture of entrepreneurship.

Chapter 1: This chapter introduces the study, gives a review of previous research and conclusions on the topic, produces the problem statement, and briefly describes the objectives, research questions, research methodology, and data collection instrument, technique, and analysis.

Chapter 2: This chapter focuses on the current literature withing the subject matter, the researcher reviews the history of Khayelitsha, Khayelitsha development prospects, Economic growth within the context of Khayelitsha, The causes of employment as well as unemployment within Khayelitsha. This chapter further exposes entrepreneurial ecosystems that can be used for the benefit of Khayelitsha.

Chapter 3: This chapter focuses on the research methods that the researcher will employ when carrying out the investigation. The study strategy and research design.

Chapter 4: This Chapter focuses on data gathering methods, sampling, and data analysis methodologies are all covered in this chapter. A remark on ethical considerations concludes the chapter.

Chapter 5: This chapter summarizes the findings of a questionnaire administered to responders from the sample provided. The demographic profile of respondents is also

included. The chapter also includes a data analysis and synthesis, as well as a discussion and interpretation of the findings gained during data collecting.

Chapter 6: This chapter contains a summary of the study and its findings, as well as an alignment of studies with the problem statement, research objectives, and research questions, as well as the study's limits and future research opportunities. The study's general findings, as well as recommendations for project sponsors and practitioners, are also offered.

6.2 Summary Of Findings, Conclusions and Recommendations

The researcher concludes and makes recommendations in this chapter regarding key aspects of the results and analysis presented in Chapter 5.

6.2.1 Section A: Biography

The biographical questions were included in Section A of the questionnaire. The questions were asked to ensure that the study sample was a fair representation of the research population and for statistical purposes. Education is one of the most important issues raised in this segment. Participants were asked to report the highest level of qualification they had obtained.

As per the findings, 15% of the respondents did not have matric and 38% did. Twenty-three per cent of the sample had studied up to a national diploma level, while 20% had achieved a university degree. There were even 4% with postgraduate qualifications. Education plays a crucial role in enhancing one's employability.

Another significant question that was posed to the participants was about their current age. Since the study targeted the youth of Khayelitsha, the question aimed to ensure fairness and alignment with the targeted population. Most respondents (42%) were in the category of 26 to 30 years, followed by 26% in the 31-35 age group and 25% aged 18 to 25. The remaining 7% over 36 did not belong to the target population.

Conclusion: Based on the data obtained, it can be concluded that 47% of the participants had a national diploma or university degree(s) and 93% are classified as youth in South Africa.

Recommendation: Even though the rate of unemployment among graduates is shocking, having a college or university diploma or degree still plays an important role in getting employed or running your business better. The youth must appreciate educational opportunities.

6.2.2 Section B: The Likert Scale Questions

The Likert scale was used in this section to compare the respondents' expectations and opinions regarding specific statements pertinent to the research topic, problem statement and research goals. Their responses were rated on a scale of 1-5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

Respondents were asked to rate respond positively or negatively to the statements, which were grouped under the subheadings, Goal orientation, Open to opportunities, Leadership competencies, Conviction in undertakings, Barriers to entrepreneurship, Risk-taking attitude, and Necessary skills.

In this section, the researcher presents and comments on key highlights from the respondents' views.

Table 6.2.1: I have clarity on what I want to be in life

I have clarity on what I want to be in life	Percentage
1. Strongly Disagree	3%
2. Disagree	5%
3. Neutral	0%
4. Agree	35%
5. Strongly Agree	57%

Conclusion:

As per the findings, the researcher can conclude that 92% of the respondents in the study have clarity on what they want to be in life. This group is thus fully aware of their goals, but what they need are opportunities to develop themselves towards realising what they want to be.

A surprisingly small 8% of the sample felt that they had no clarity about what they wanted to be in life. This group seemed doubtful that things would ever work out for them.

Recommendation:

As much as the respondents know what they want to be in life, there are no guarantees that things will instantly fall into place. Consistent development is recommended, the youth must

be proactive and seize all opportunities that present themselves. Consistent development simply means that they should stay relevant in constantly changing times.

Table 6.2.2: I desperately need employment to reach my goals.

I desperately need employment to reach my goals	Percentage
1. Strongly Disagree	13%
2. Disagree	12%
3. Neutral	35%
4. Agree	30%
5. Strongly Agree	10%

Conclusion:

According to the findings, 40% of the respondents need employment to achieve their desired goals. Although 35% of the participants were neutral, one infers that they are uncertain of what the alternative might be. A healthy 25% of the respondents felt that they did not need employment to reach their goals.

Recommendation:

Youth unemployment remains a huge problem facing South Africa at large, and entrepreneurial activity is the only viable alternative. Entrepreneurialism will further create job opportunities for the unemployed youth.

Table 6.2.3: To identify ideas that can be turned into opportunities is a critical skill

The ability to identify ideas that can be turned into opportunities is a critical skill	Percentage
1. Strongly Disagree	3%
2. Disagree	5%
3. Neutral	9%
4. Agree	24%
5. Strongly Agree	59%

Conclusion:

As per the findings, the participants overwhelmingly (83%) share the view that the ability to identify ideas that can be turned into opportunities is a critical skill.

Table 6.2.4: The ability to identify business prospects creates the entrepreneur

The ability to identify business prospects creates the entrepreneur	Percentage
1. Strongly Disagree	0%
2. Disagree	6%
3. Neutral	21%
4. Agree	36%
5. Strongly Agree	37%

Conclusion:

As per the findings, 73% of the participants agreed with the statement that the ability to identify business prospects creates the entrepreneur. This reveals that the participants were familiar with the key characteristics of an entrepreneur.

6.2.3. Section C: Open-Ended Questions

This segment was created to deliberately broaden the conversation with participants by allowing them to ask any additional questions or express any concerns they had. Even though not all of them used all the available space to express themselves, they seemed to be honest and transparent. The fact that most of the issues raised were the same or related to each other is particularly intriguing.

Highlight 1: State five things you think should be done to make you a successful entrepreneur and give you the skills you need to be a successful individual.

Things to be done	Skills Needed
1. Mentorships and educational courses availability.	1. Computer Skills
2. There are many online business opportunities, so the government should provide free unrestricted internet access to youth.	2. Entrepreneurial Skills
3. Most companies use computer access for communication and other related needs, so provide computer literacy training.	3. Networking Skills
4. More localized networking events are required; after all, your network is your net worth, as the saying goes.	4. Listening Skills
5. Provide unrestricted access to funding opportunities; we have business plans but lack the financial resources to pursue them.	5. Communication Skills

Highlight 2: State five critical mistakes that the government is making in their effort to transform the youth of Khayelitsha.

Government Mistakes	Other insights
1. The government does not include young people in decision-making, nor do they engage them in discussions about what they want and how they want to grow.	1. Khayelitsha's youth must be able to participate in educational opportunities.
2. The government does not work with youth-on-youth development projects, and the youth have a hard time getting government support for their initiatives.	2. The youth must seek guidance from elected officials, visit their offices on a regular basis, and never give up.

<p>3. The government continues to finance initiatives that are irrelevant to the needs of young people.</p>	<p>3. Youth must be able to interact and work together, and they must shape youth structures that will appropriately serve them.</p>
<p>4. The government places a lower priority on recreational projects and fails to sustain sports facilities that were constructed years ago.</p>	<p>4. Young people must strive to avoid doing things that would tarnish their reputation and prevent them from pursuing big opportunities.</p>
<p>5. While young people are unemployed, corruption continues to be a prevalent trend within the government.</p>	<p>5. Youth must go to school, study, and grow from there.</p>

6.2 Conclusion

The aim of this research was to identify structural imperatives for effectively creating an entrepreneurial environment in the Khayelitsha local government and community. The research has enabled the determination of young people's attitudes toward youth unemployment. It has afforded insight into how young people want to address the issue of unemployment using entrepreneurial means.

6.3 Recommendations For Future Studies

Additional research is needed to identify more long-term solutions to youth unemployment, entrepreneurship, and the development of an opportunity-driven society.

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